Okanagan College Board of Governors
Open Session Meeting Agenda

December 12, 2023 at 12:25pm
Room S103B, Kelowna Campus

The meeting will be held on the unceded traditional lands of the Indigenous people who have inhabited and used the lands since time immemorial.

Timing			Pages
12:25pm	**1.**	**CALL TO ORDER**	
	2.	**APPROVAL OF AGENDA**	
		<u>Recommended Motion:</u>	
		"BE IT RESOLVED THAT Okanagan College Board of Governors approves the December 12, 2023 Open Session meeting agenda and thereby approves the consent agenda."	
	2.1.	Consent Agenda	
		2.1.1. Open Session Minutes – September 26, 2023	*5-9*
	3.	**DECLARATION OF CONFLICT**	
		As per Board Bylaws section 14.2, a Board member will immediately upon becoming aware of a potential, real, or perceived conflict of interest situation, disclose the conflict to the Chair. The Member and the Chair will follow the Procedures for Disclosure under the Code of Conduct for Okanagan College Board of Governors Policy.	
12:30pm	**4.**	**REPORTS**	
	4.1.	Chair Report (J. Cunningham)	
	4.2.	Finance, Audit and Risk Committee Report (D. Safinuk)	
		4.2.1. Signing Authority Policy (C. Morcom)	*12-25*
		<u>Recommended motion:</u>	
		"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the Signing Authority Policy as recommended by the Finance, Audit and Risk Committee and as presented."	
12:50pm	4.3.	Governance Committee Report (J. Cunningham)	*x-x*
		4.3.1. Professional Development Session Feedback (J. Cunningham / N. Fassina)	*50*

Okanagan College Board of Governors
Open Session Meeting Agenda
December 12, 2023 at 12:25 PM

Timing			Pages
1:00pm	4.4.	President's Report and Analysis (N. Fassina)	*32-34*
		4.4.1. Second Quarter (Q2) Statement	*35-36*
1:10pm	4.5.	Education Council Report (J. Garrett)	
		4.5.1. Academic Quality Assurance Process	*37-38*
1:25pm		4.5.2. New Programs	*39-49*

Recommended Motions:

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new program: Early Childhood Education Assistant Certificate as recommended by Education Council and subject to approval by the Post-secondary Institution Proposal System (PSIPS)."

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new program: Post Baccalaureate Diploma in Cybersecurity as recommended by Education Council."

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new program: Practical Cybersecurity for IT Professionals as recommended by Education Council."

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new program: Trauma-Informed Practice Micro-Credential as recommended by Education Council."

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new program: Residential Insulator Technician as recommended by Education Council."

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new program: Video Game Design Post-Baccalaureate Diploma as recommended by Education Council."

1:35pm 4.5.1. Program Revisions *50-73*

Recommended Motion:

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the following program revisions as recommended by Education Council and as presented:
- *Accessible Education Certificate*
- *Accessible Education Certificate – Fundamentals*
- *Accessible Education Certificate – Fundamentals 1*
- *Bachelor of Computer Information Systems Degree*
- *Early Childcare Education Certificate*

Timing		Pages
	• *Early Childcare Education Diploma* • *Medical Device Reprocessing Technician Certificate* • *Supportive Care Assistant Micro-credential* • *Post Baccalaureate Diploma in Data Analytics and Economics.”*	
1:40pm	4.5.2. Academic Schedule Variances <u>Recommended Motions:</u> *“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the 2023 – 24 Academic Schedule Policy Variance as recommended by Education Council and as presented.”* *“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the 2024 – 25 Academic Schedule Policy Variance as recommended by Education Council and as presented.”*	74-77
1:45pm	**5. NEW BUSINESS**	
	5.1. Indigenous Framework (R. Dupuis / N. Fassina)	78-86
	5.2. Indigenous Principles (R. Dupuis / N. Fassina) <u>Recommended motion:</u> *“BE IT RESOLVED THAT the Okanagan College Board of Governors review and integrate the Indigenous Guiding Principles for Board of Governors as presented.”*	87-90
2:20pm	5.3. Advocacy Framework (J. Goodwin / N. Fassina)	91-105
2:35pm	5.4. Annual Elections (C. Morcom) 5.4.1. Chair 5.4.2. Vice Chair	106-109
	6. OTHER BUSINESS AND BUSINESS ARISING FROM CONSENT AGENDA	
2:45pm	**7. ADJOURNMENT**	

NEXT MEETING DATES

Tuesday, February 13, 2024
via Zoom

Finance, Audit and Risk Committee

Tuesday, March 5, 2024
via Zoom

Finance, Audit and Risk Committee
Campus Planning Committee
Governance Committee
Human Resource and Compensation Committee
Executive Committee

Tuesday, March 12, 2024
Vernon Campus

Regular Open Session
Regular Closed Session

Tuesday May 14, 2024
via Zoom

Finance, Audit and Risk Committee
Campus Planning Committee
Governance Committee
Human Resource and Compensation Committee
Executive Committee

Tuesday, May 21, 2024
Kelowna Campus

Regular Open Session
Regular Closed Session

Okanagan College Board of Governors
Regular Open Session

Tuesday, September 26, 2023
Meeting held via Zoom

Draft Minutes for Approval December 12, 2023

IN ATTENDANCE

Board Members
- Juliette Cunningham, Board Chair
- Neil Fassina, President and Ex-officio
- Andrea Alexander
- Dustyn Baulkham
- Amolkdeep Kaur
- Tina Lee
- Destiny McNish
- Devin Rubadeau
- Karley Scott

Administration
- Curtis Morcom, CFO and Vice President, Corporate Services
- Yvonne Moritz, Interim Provost & Vice President Academic
- Jenn Goodwin, Associate Vice President, College Relations
- Helen Jackman, Executive Director, Okanagan College Foundation
- Joanna Campbell, Manager, Executive Office
- Kristen Wiebe, Governance and Privacy Coordinator

REGRETS
- Dale Safinuk, Vice Chair
- Marcel Beerkens
- JoAnn Fowler

- Gill Henderson, Associate Vice President, People Services

	ACTION
1. CALL TO ORDER AND CHAIR'S REMARKS Quorum was established and the meeting was called to order at 10:52a.m. It was respectfully acknowledged that the meeting was held on the unceded traditional lands of the Indigenous people who have inhabited and used the lands since time immemorial.	
2. APPROVAL OF AGENDA Motion: ***"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the September 26, 2023 Open Session meeting agenda and thereby approves the consent agenda."***	*D. McNish* CARRIED

	ACTION

2.1. Consent Agenda

    2.1.1. Open Session Minutes – June 20, 2023

    2.1.2. Mandate Letter 2023/24

    2.1.3. Policy Workplan

    2.1.4. Employee Discrimination, Bullying, and Harassment Policy Review

    2.1.5. Annual Workplan

Recommended Motion:
"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2023-2024 annual workplan as recommended by the Executive Committee and as presented."

3. DECLARATION OF CONFLICT

Student members declared a potential conflict on agenda items 4.3.1 – Domestic Tuition, and 4.3.2 International tuition.

4. REPORTS

4.1. Chair Report

The Chair provided their report and noted that they had one-to-one meetings in the summer with members and an orientation session with new members on September 8.

The Chair also participated on behalf of the Finance, Audit, Risk Committee in a meeting with the Office of the Auditor General's office on planning for the 2023/24 audit on September 18.

The Executive Committee met on September 19 and reviewed the annual workplan provided in today's consent agenda. The Committee also received the results of the member survey on meeting timing that was conducted during the summer. The survey indicated that the current timing and days of week worked best for most members and no changes are being proposed to the Board.

The Executive Committee also received an update on remuneration of Board members. However, a 1995 Order in Council (0180) remains in effect that limits remuneration paid to appointed members and students to the current amounts

4.2. President's Report and Analysis

The President provided his report noting that this is first report for the 2023/24 academic year, noting that Roadmap project delays are primarily data-related. He reminded the Board that the roadmap is the operational plan that makes the strategic Inspire plan come to life. The President noted that the Mandate Letter is integrated into the Roadmap.

ACTION

The President attended the Union of BC Municipalities meeting last week and offered that the BC Housing Minister is engaged in the conversation on student housing.

A member asked a question about the Indigenous OC Plan and whether it aligns with the calls for Truth and Reconciliation as well as the report on Missing and Murdered Indigenous Girls and Women. The President suggested that the report could be reviewed in relation to the Plan.

4.3. Finance, Audit and Risk Review Committee Report

The Chair provided the report of behalf of the Finance, Audit and Risk Committee, noting that the Committee met on September 19 and reviewed the new Borrowing Policy.

The Committee is also recommending that the Board approve increases in Domestic and International Tuition rates for September 2024.

4.3.1. Domestic Tuition

The CFO and Vice President Corporate Services (CFO & VP, CS) noted that domestic tuition can only be raised annually to a maximum of 2%. The institution looks to cover inflationary costs which were 2.5 per cent for higher education while the consumer price index is 7%. Services and supplies are funded by the increase.

A member raised a question about how tuition is determined, and it was noted that the gap in domestic and international is a difference in cost recovery.

A member asked about the students' response to the increase, and it was noted that the Student Union and CFO & VP, CS have discussions around tuition increases. Students are engaged in the budget development process and student groups support the maintenance and development of services. The College also partners with foodbanks, offers emergency bursaries, and connects students to services throughout the region.

The renewed revenue and expense model outlined in the roadmap for 2026/27 is intended to create more financial sustainability.

Motion:
"BE IT RESOLVED THAT the Okanagan College Board of Governors approve an increase in domestic tuition and mandatory fees of two per cent, effective September 2024 as recommended by the Finance, Audit and Risk Committee, pending no change in limit in accordance with the BC Tuition Limit Policy."

D. Baulkham
CARRIED

	ACTION

4.3.2. International Tuition

The CFO & Vice President Corporate Services (CFO & VP, CS) presented the proposal, noting that a key driver of international tuition is cost recovery. In response to a member's question, it was noted that the proposed increase would take place in September 2024. The CFO & VP, CS advised that 2022/23 was a catch-up year with the Board approving reduced increases for the couple years prior. The College conducted its comparison earlier than other institutions; however, the College's proposed rate is similar to other institutions that have reported.

A member asked why the College is not cost recovery plus and it was noted that the timing was a factor. The President noted that cost recovery is based on an average over time. A member suggested the College could work to ensure financial predictability for students.

Motion:

"BE IT RESOLVED THAT the Okanagan College Board of Governors approve an international tuition increase from $1,600 per three-credit course to $1,696 per three-credit course (6%), effective September 2024, as recommended by the Finance, Audit and Risk Committee."

D. Rubadeau
CARRIED

4.3.3. Borrowing Policy

The Chair noted that this policy has been drafted to allow the Board to approve the Line of Credit in the consent agenda and to align it with the College and Institute Act.

Motion:

"BE IT RESOLVED THAT Okanagan College Board of Governors approve the Borrowing Policy as recommended by the Finance, Audit and Risk Committee."

D. Rubadeau
CARRIED

4.4. Governance Committee Report

The Committee Chair noted they met on September 19 and reviewed the Board Policy Workplan found in the Consent Agenda. Upon approval of the Board's annual workplan, the policy workplan will be moved to align with the annual report on policies received by the Board proposed from December to May 2024.

4.5. Education Council Report

4.5.1. Program Revisions

The Education Council Chair outlined that the entrance requirements for the Pastry Arts Certificate are revised to bring them in line with other programs across the province and now include a non-expired Foodsafe Certificate. A member asked if the costs of obtaining certification would be a barrier to

	ACTION

students and it was noted that the cost of the course is nominal and it can be completed online.

Motion:

"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the program revision to the Pastry Arts Certificate as recommended by Education Council."

T. Lee
CARRIED

The Education Council Chair outlined the proposed revisions to the Associate of Science Degree program noting the changes were approved by Education Council and the Post-secondary Institution Proposal System review was completed in July. A math and physics emphasis has been added to program. Admissions for the program remain the same and three course requirements were added to complete the emphasis.

Motion:

"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the program revision to the Associate of Science: Physics and Mathematics Emphasis as recommended by Education Council."

D. Rubadeau
CARRIED

5. NEW BUSINESS

5.1. Okanagan College Foundation Annual Report

The Executive Director, Okanagan College Foundation provided an overview of the report. The Gratitude report will be provided when available.

The Board Chair expressed appreciation for the work of the Foundation and developing relationships in the community.

6. OTHER BUSINESS AND BUSINESS ARISING FROM CONSENT AGENDA

No other business was raised.

7. ADJOURNMENT

The meeting adjourned at 11:57a.m.

CARRIED

BOARD OF GOVERNORS – BRIEFING NOTE

December 12, 2023
Agenda #: 4.2.1

Title	Signing Authority Policy
Action and/or Recommendation	For Approval Recommended Motion: ***"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the Signing Authority Policy as recommended by the Finance, Audit and Risk Committee and as presented."***

Meets OC's Inspire Plan...	**Values** ☐ Students First ☐ Community ☐ Respect ☐ Courage ☐ Relationships ☐ Distinction	**Responsibilities** ☐ Reconciliation ☐ EDISJ ☒ Sustainability ☐ Resilience ☒ Effective and Efficient	**Commitments** ☐ Inclusive & Equitable Access ☐ Life-long learning partnerships ☐ Integration and focus

Background Statement

In 2021, Okanagan College redesigned its contract routing process and implemented an electronic routing system (Etrieve) along with detailed guidelines. Through this process, the College leadership and Executive identified challenges and restrictions with the existing Signing Authority Policy and the related procedures that caused delays and bottlenecks in contract and invoice payment processing.

A Signing Authority Committee was formed to update the Policy. Information was collected from internal stakeholders, and other Colleges and Universities on best practices for signing authority limits and procedures. In 2022, Financial Services reconvened the committee and began drafting a new policy and procedure based on information collected through the original committee, additional consultation with members of the College community, as well as other Colleges and Universities.

The information collected was used to:
- Assess and provide a recommendation for signing authority and spend limits.
- Design two concise Signing Authority Matrices, one for Contracts, Agreements or Expenditures and the other for Capital spending.
- Assess the requirements for contract routing and signatures.
- Develop a policy and procedures that reflect best practices within the industry for signing authority and spend limits.

The Committee brought the draft Signing Authority Policy and Procedures to Leadership Council for feedback on May 25, 2023. This feedback was incorporated and the revised Policy and Procedures approved by Leadership Council on June 22, 2023.

The policy and procedures were brought to OC's Executive Team on July 26. Their suggestions were incorporated and the revised Signing Authority Policy and Procedures were approved by Executive on

November 15, 2023. The Finance, Audit and Risk Committee was asked for feedback and to review the policy on December 5, 2023 and is making a recommendation for approval by the Board.

Reference Materials

- Signing Authority Policy (revised)
- Signing Authority Procedures (new)
- Signing Authority Matrix (revised)
- Link to current Signing Authority Policy (2013)

Supporting Analysis

An updated Signing Authority Policy and Procedures is required to ensure the correct level of authorization is provided when the College is signing or approving any document with an external party.

Once approved by the Board of Governors, the policy and procedures will be posted on the OC website and communicated to the College community.

Alignment to the Strategic Plan Roadmap

The new Signing Authority Policy and Procedures supports efficiency and effectiveness and the reimagined policy and procedure framework and policy and procedure renewal plan.

Risk Implication & Mitigation Steps

Financial: This policy and authority matrix provides the information for each position on the maximum spend they are authorized to approved for the College. Without this policy, there would be no signing authority standard to follow.

Reputational: Ensuring the correct authority level is approving external agreements will avoid reputational risk.

Proposed and Prepared by			Jackie Dueck, Director, Financial Services	
			Curtis Morcom, CFO & Vice President, Corporate Services	
Consultation History	**Reviewed**	**Recommended**	**Group/Individual, Title**	**Date**
	☒	☒	OC Leadership Council	6/22/2023
	☒	☒	OC Executive Team	11/15/2023
	☒	☒	Finance, Audit & Risk Committee	12/05/2023

SIGNING AUTHORITY POLICY

Policy Area:	Board
Policy Number:	
Policy Sponsor:	CFO & Vice President, Corporate Services
Policy Contact:	CFO & Vice President, Corporate Services
Stakeholders:	Board of Governors, Employees
Authority:	*College and Institute Act*
Approval Authority:	Board of Governors
Approval Date:	
Effective Date:	
Replaces or New:	Signing Authority Policy E1.11 (2013)
Last reviewed:	June 2023 Scheduled review date: June 2028

Procedures:	*Procedures for Signing Authority Policy*

1. Policy Statement

Okanagan College (College) is a publicly funded institution and is accountable to the province and members of the public for stewardship of all College funds.

2. Purpose

The purpose of this policy and its related procedures is to communicate the principles and activities that College Employees are expected to follow when carrying out College business transactions through legally binding contractual agreements or operational activities. This policy also outlines the assignment of signing and spending authority on behalf of the College.

3. Scope and Application

The policy and its related procedures apply to all legal and financial documents of the College that require authorizing signature(s) or approval(s), including but not limited to contracts, agreements, expenditures, applications for funding.

4.   Definitions

Contract or Agreement	Means a written agreement between two or more parties that creates obligations that are enforceable or otherwise recognizable by law. For example, some common types of contractual documents are:

- Revenue Contracts
- Memoranda of Understanding (MOU's)
- Purchase Orders or Maintenance Agreements
- Affiliation Agreements
- Articulation Agreements
- Non-disclosure Agreements (NDA's)
- Educational Partnerships or Agreements
- Property Leases
- Intellectual Property Agreements

Contract Registry   Means the information management database which retains copies of all Contracts to which Okanagan College is a party.

Electronic Signature   Means symbols or pictures in digital form attached to an electronically transmitted document as verification of the sender's intent to sign the document. Examples include Adobe fill & sign, Etrieve approvals, or email approvals.

Emergency   Means a situation where there is an immediate safety or environmental hazard, threat to life, property or business operations resulting from an unexpected event, and where the critical acquisition of materials or services cannot be obtained through standard policy and processes in time to relieve the Emergency.

Employees   Means any person employed by (or who has an appointment with) the College. For the purposes of this policy, Employee includes members of the Board of Governors.

Payment Request   Means an invoice or other such document intended for the initiation of a payment from the College to an external party.

Purchase Agreement   Means a College Purchase Order or Web Requisition, with any attachments or any other agreement where the College commits to purchase, rent, or lease any goods, services, or real property.

Secure Digital Signature   Means an electronic signature that requires the signer to authenticate their identity using a certificate-based digital ID. Examples include DocuSign and Adobe Acrobat DC.

Signing Authority   Means an individual appointed with the authority to commit the College to any binding agreement. These include but are not limited to Contracts, MOU's, licenses, LOA's, letters of intent and affiliation agreements.

Signing Officer   Means a Board-approved Employee designated to sign, make, draw, accept and deliver cheques, promissory notes, bills of exchange, orders for payment of money, agreements, and instructions necessary for the operation of the College's bank accounts.

Spending Authority	Means an individual appointed to authorize expenditures by virtue of the approved operating budget and the Signing and Spending Authorization Matrix (Appendix A) or the Major Capital and Construction Matrix (Appendix B).
Wet Signature	Means a signature made on a physical paper document, made with a pen and ink. In the case of cheques, a Wet Signature also includes the pre-approved signature stamp utilized within Financial Services.

5.   Policy Principles

5.1   The Contract or Agreement being signed must align with the College's Strategic Plan.

5.2   The College is committed to the responsible stewardship of its funds by conducting all business affairs consistently and cost-effectively.

5.3   The College maintains a comprehensive system of controls over all legal and financial commitments to ensure the institution's ongoing operational health.

5.4   Employees of the College are not authorized to sign Contracts or agreements unless they have been granted authority pursuant to this policy.

5.5   The College will maintain a Signing and Spending Authorization Matrix (Appendix A) and a Major Capital and Construction Matrix (Appendix B) which will establish signing authority to appropriate positions within the College for various types of Contracts, Agreements, documents, and transactions, reflecting the value of the transactions as well as the expertise of the signing authorities.

5.6   The College will document the responsibilities of the signing authorities with respect to such issues as legal and risk management review, insurance and execution of documents, records management, delegation, and spending authority and provide training to ensure that signing authorities understand their responsibilities.

5.7   The College will establish and document the circumstances under which Signing Authorities may delegate their authority to other positions.

5.8   Spending Authority is granted in relation to a position's organizational responsibilities or duties and can be restricted as to financial limit and/or the nature of goods and services purchased.

5.9   A Spending Authority may only approve expenditures over which they have been delegated authority in the Signing and Spending Authorization Matrix (Appendix A), the Major Capital and Construction Matrix, or through a written delegation.

5.10   An employee with Spending Authority is responsible for understanding the Procurement Policy and ensuring goods and services are procured in accordance with this policy and the related procedures.

5.11   An employee cannot authorize their own expenditures or the expenditures of a person in a position that is hierarchically higher than their own.

Authority to Bind Okanagan College

5.12   Pursuant to the *College and Institute Act*, the Board of Governors (the "Board") has the power to enter into Agreements and can delegate certain powers and duties to Employees to execute Agreements that bind the College.

5.13   The President may, without the prior approval of the Board, execute contractual commitments up to $3 million. This delegation may be changed at the discretion of the Board, and this policy will be amended to reflect any such change. All Contracts exceeding $3 million shall be reviewed and approved by the Board prior to initiation.

5.14   Pursuant to the *College and Institute Act*, Contracts over $500,000 must be approved by two authorized signing authorities of the College. One signature must come from a level above the lowest authorized signing authority.

5.15   Contracts that pose significant risk or impact to the College must be reviewed by the Board and approved by the President. Risk shall be assessed by originators and their supervisor first, then by Ancillary and Business Services through the Contract Routing process.

5.16   The President or CFO & Vice President, Corporate Services may amend the position titles but not amounts on the matrices, or schedules to this policy and the procedures, without obtaining Board approval, as necessary to address operational needs.

6.   Indemnities and Insurance

6.1   The granting of indemnities by the College is restricted by UCIPP and shall be administered by the Director, Ancillary and Business Services.

6.2   The College has insurance coverage under the University, College, and Institute Protection Plan (UCIPP). Insurance shall be administered by the Director, Ancillary and Business Services.

7.   Related Acts and Regulations

College and Institute Act

University, College & Institute Protection Program

8.   Supporting References, Policies, Procedures and Forms

Hospitality Policy
Travel Policy and Procedures
Kilometre Reimbursement Policy
Procurement Policy
Sponsorship Policy
Contract Routing and Process Guidelines

History / Revisions

Date	Action
2013-05-14	Revision Approved by Board of Governors *S*igning Authority Policy E.1.11
2011-01-25	Approval by Board of Governors *S*igning Authority Policy

Procedures for Signing Authority Policy

Parent Policy:	Link to Policy
Procedure Reference	To be assigned by Office of Policy Coordination
Procedure Sponsor:	CFO & Vice President, Corporate Services
Procedure Contact:	Director, Financial Services
Stakeholders:	Board of Governors, Employees
Approved by:	Executive Team
Effective Date:	
Last reviewed:	Scheduled review date:

1. Purpose

The purpose of these procedures is to communicate the principles and activities that OC Employees are expected to follow when carrying out OC business transactions through legally binding contractual agreements or operational activities and to outline the assignment of signing and spending authority to positions on behalf of the College.

2. Scope and Application

The policy and its related procedures apply to all legal and financial documents of the College that require authorizing signature(s) or approval(s), including but not limited to Contracts, Agreements, expenditures, applications for funding and donations.

3. Procedures for Signing Authority

Responsibility for Matrices

3.1 The CFO & Vice President, Corporate Services is responsible for the Signing and Spending Authority Matrix (Appendix A) and the Major Capital and Construction Matrix (Appendix B) which include all documents requiring signature or approval, the dollar values associated with those documents and the organizational level that has signing authority. The President or CFO & Vice President, Corporate Services may amend the position titles but not amounts on the matrices, or schedules to this policy and the procedures, without obtaining Board approval, as necessary to address operational needs.

Informing and Training Signing Authorities

3.2   It is the responsibility of each Leadership Council member to ensure that persons who report to them and have been designated as Signing Authorities through the Signing Authority Policy have been provided with a copy of the Signing Authority policy and procedures and to provide training so that Signing Authorities understand their responsibilities under this policy. The Vice President's shall be responsible to ensure Leadership Council members who report to them are provided both the Policy and Procedure upon hire.

4.   Responsibility of Signing Authorities

Legal and Risk Management Review

4.1   Legal Reviews – Originators and their supervisors are responsible for determining whether legal review is required. If both the originator and Leadership Council member have concerns with the Contract, they should consult with a Vice President. Where necessary, the review should be completed prior to contract routing. A Vice President will require legal review on a contract if they feel it is warranted but has not yet been done.

    a)   A flowchart to assist with the legal assessment can be found in the Contract Routing Guidelines.

4.2   Granting of Indemnities – Under legislation, the College may only grant indemnities after approval from UCIPP is obtained in compliance with regulations under the *Financial Administration Act*. The College shall obtain a Certificate of Approval as required for all new OC-initiated Contracts or third-party Contracts.

Liability Insurance

4.3   The College has a variety of insurance coverage under the University, College, and Institute Protection Plan (UCIPP), provided under the Minister of Finance. Any Contract or Agreement regarding the College's primary liability insurance coverage requires a Certificate of Approval. For 3rd party general liability insurance, the College requires a minimum of $2M general liability coverage, although $5M is encouraged. Any contracts that require larger general liability insurance (e.g., construction projects) and are not defined in approved construction contract forms (e.g., CCDC forms), are referred to UCIPP for their direction.

Records Management

4.4   Once a Contract or Agreement has been signed on behalf of the College and the other party of the Contract, the copy is uploaded to Etrieve and approved electronically. When the workflow is completed, this will trigger the process for the review and transfer of the contract to the Contract Registry by the designated contract registry administrator.

Due Diligence

4.5   Prior to signing Contracts or Agreements the originator must undertake appropriate due diligence assessments which include the following:

    a)   They must have read the Agreement and be assured that the College is able to meet its obligations and commitments within the terms of the Contract or Agreement and that it is likely the other party(ies) can meet its (their) obligations.

    b)   They must be aware of the financial and other benefits expected to flow to or from the College due to the Agreement.

    c)   They must be assured that the Contract or Agreement complies with labour legislation, Employee collective agreements, tax laws, privacy obligations, and other legislative and regulatory requirements.

d) They have reviewed intellectual property requirements and are aware of any impacts on Okanagan College business and activities.

e) They must route Contracts or Agreements through the contract routing process, per the Contract Routing Process Guidelines. This process will include the Contract Administrator referring any indemnity or insurance clauses that have not been approved, to UCIPP. Questions regarding the contract routing process should be directed to the Contract Administrator at *contractadmin@okanagan.bc.ca*.

4.6 The Signing Authorities must review the Contracts or Agreements to be aware of the work being completed. They are responsible to review the non-standard sections of the documents and any comments that outline discussions that have taken place.

5. Contracts, Agreements and Commitments

Significant Agreements (Board Approval)

5.1 Notwithstanding any authorizations provided in this policy, only the Board of Governors may authorize and approve the following, by specific resolution:

a) a commitment wherein the liability or expenditure of Okanagan College, in aggregate, is more than $3,000,000. Except in an emergency as defined in the terms section of the policy where the amount would change to more than $10,000,000.

b) a commitment which exposes Okanagan College to an uncertain and potentially significant liability, risk, or impact. Risk and impact assessments can be performed using the following tool:

RISK TOLERANCE MATRIX

PROBABILITY	LOW	MEDIUM	HIGH	
HIGH	Seek additional advice and direction from Leadership	May require prompt attention; Consult with Executive	Urgent - Requires immediate President review; Potential Board approval	← significant risk zone
MEDIUM	Minimal risk - make mitigation efforts	Seek additional advice and direction from Leadership	May require prompt attention; Consult with Executive	
LOW	0 Risk - OK to proceed	May be acceptable - make mitigation efforts, consult with Leadership	Seek additional advice and direction from Leadership	
	LOW	MEDIUM	HIGH	

IMPACT

  c)   the sale, purchase, acquisition or disposal of buildings or land regardless of the value.

  d)   agreement to lease land or buildings for a term that does not end on or before the end of the fiscal year in which the College entered into the lease or agreement.

  e)   a commitment which is precedent setting or involves sensitive issues as determined by the Board or the President.

  f)   a commitment which, under the *College and Institute Act* requires the approval of the Minister(s) of the Government.

Educational Agreements

5.2   Educational Agreements that contain information, processes, or documentation that will result in a notation on a student's transcript require the Dean from the originating portfolio's signature and the Provost and Vice President Academic. Examples include, but are not limited to, Memos of Understanding, Education Services Agreements, Transfer of Credit documents, and articulation agreements. Once signed these agreements are then routed through the Education Council for information or approval.

Sponsorship Agreements

5.3   Sponsorship agreements must adhere to the Sponsorship policy and go through the Sponsorship Procedures before being signed off following the Signing Authority Policy and these Procedures.

Banking Agreements and Cheques

5.4   Banking documents such as direct deposits, cheques, drafts, money orders and so forth require two Wet Signatures or Secure Digital Signatures from the following Signing Officers:

  a)   President

  b)   Provost and Vice President, Academic

  c)   CFO & Vice President, Corporate Services or

  d)   VP, Enrolment & College Relations; or

  e)   Director, Financial Services.

5.5   Cheques, direct deposits, and Electronic Funds Transfers (EFT's) over $50,000 will be recorded in a log which must be reviewed weekly by the Associate Director, Finance Operations or Director, Financial Services.

Payment Requests

5.6   Expenditures shall be approved as outlined in the Signing and Spending Authorization Matrix (Appendix A) or the Major Capital and Construction Matrix (Appendix B).

5.7   Expenditures related to services provided to OC shall be supported by a Simple Service Contract (SSC) or a General Service Contract (GSC), except where services are offered by a volunteer or where an external contract template is appropriate.

  a)   Service contracts on the College's template agreement must be initiated through Contract Routing as noted in the Contract Routing Process Guidelines.

Major Capital and Construction Contracts

5.8 The Signing Authority for buildings, construction and related consulting is the Director, Campus Planning and Facilities Management (CPFM), and the CPFM department as outlined on the Major Capital and Construction Matrix.

5.9 Both the Director and Managers, CPFM have authority to approve change orders to existing projects, as outlined in the Major Capital and Construction Matrix, so long as the change does not result in an increase to the original approved budget.

5.10 The procurement of major capital and construction and related processes shall align with the Procurement Policy and Procedures

Non-Monetary Contracts or Agreements

5.11 Non-monetary Contracts or Agreements, except those with significant risk or that may have a substantial impact on the College, require one signature from the Dean or Director. Refer to the Risk Tolerance Matrix in section 5.1 b.

5.12 Contracts or Agreements with significant risk or impact, as determined by the originator, in consultation with a Vice President, legal representation or UCIPP (via the Contract Administrator), shall be signed by the President.

5.13 The required signature(s) can be any of the following:

a) Wet Signature,

b) Secure Digital Signature

5.14 Non-monetary Contracts or Agreements shall be routed as outlined in the Contract Routing Process Guidelines prior to signature.

5.15 The Contract Template Library can be found through Etrieve Contract/Agreement Routing, via the Template Library link on the routing form.

5.16 The Contract Routing Process Guidelines can be found through Etrieve Contract/Agreement Routing, via the Etrieve Contract Routing Process Guidelines link on the routing form.

Employment Agreements

5.17 All employment agreements for continuing or permanent hires require the approval of the Leadership Council member. This authority cannot be permanently delegated.

a) A temporary delegate may be selected for short-term absences (up to three (3) months) and has the authority to approve employment agreements for permanent hires for a vacant, budgeted position during the period of the original approver's absence.

5.18 All employment agreements for term or temporary hires shall be approved based on the Signing and Spending Authorization Matrix, based on the contract value.

Expenditures (Spending)

5.19 To manage the College efficiently and effectively, the President delegates the responsibility and accountability for financial management as detailed in the Signing and Spending Authorization Matrix and the Major Capital and Construction Matrix.

5.20 The Executive Team, Leadership Council members, and Employees who have been delegated signing authority only have authority to expend funds as outlined in the Matrices that are within their approved budget and shall not create or allow a deficit position in their approved budget.

5.21 Spending is granted to individuals based on their position and is limited to specific departments, programs, or accounts, as necessary.

5.22 Approval for purchases and internal College documents can be received through Wet Signature or Electronic Signature, as outlined by various College procedures and processes. This may include, but is not limited to:

    a) Journal Entry Transfers

    b) Timesheets

    c) Requests to Invoice

    d) Payment Approval Forms

    f) Expense Claims and Kilometer Logs

5.23 The Financial Services department managers, under the direction of the Director, Financial Services, are authorized to make payments that exceed approved spending limits, subject to the following conditions:

    a) Payments are limited to general ongoing business expenses that require regular payments or remittances including contractual obligations, payroll remittances, utility, and tax payments, etc.

    b) Payments must be made in accordance with the approved budget and in compliance with all applicable laws, regulations, and policies.

    c) The Financial Services Department must have appropriate internal controls in place to ensure that the payment is authorized, supported by appropriate documentation, and properly recorded.

    d) The Financial Services Department must ensure that the payment is made in a timely manner, considering any applicable payment terms or deadlines.

    e) Employees with Spending Authority are responsible for ensuring proper procurement procedures are followed in accordance with the Procurement Policy.

5.24 Nominal expenses incurred on behalf of the President, by a subordinate of the President, are to be approved by the CFO & Vice President, Corporate Services, up to a maximum of $300 per transaction. Nominal expenses incurred on behalf of a Vice President, by a subordinate, can be approved by another Vice President, up to a maximum of $300 per transaction. Expenses for the President above this threshold will be approved by the Board Chair or their delegate. These expenses may include:

    a) Meals or refreshments purchased on the President's or Vice President's behalf in accordance with College policies and guidelines for expenses.

    b) Meals or refreshments purchased on the President's or Vice President's behalf, where multiple guests are in attendance, and it is more operationally practicable for an employee other than the President or Vice President to make these arrangements, such as an institutional event organized by a College department other than the President's Office.

    c) Travel costs for the President or a Vice President that will be invoiced to a third-party organization of which the College participates in the administration of that group, regardless of their value.

5.25 Meal expenses incurred for institutional meetings or events, where a wide-ranging representation of the College and/or community is participating, can be approved by the Leadership Council member, Vice President, or President, even when the approving member participated in the event, so long as the expenses are in accordance with the College policies and guidelines for the expenses and the expense incurred for that individual is comparable to the expense incurred for others.

    a) Institutional meetings or events include, but are not limited to:

    i)   Townhall meetings
    ii)   College-wide celebrations
    iii)   Employee Recognition events
    iv)   Retreats
    v)   Donor events
    vi)   Student Awards events

6.   Signatures

6.1   All Contracts or Agreements over $500,000 require two signatures. One signature must come from a level above the lowest authorized signatory. The signatures must include:

    a)   One or two Wet Signature(s), or
    b)   One or two Secure Digital Signature(s)

6.2   Contracts or Agreements below $500,000 require one signature as outlined in the Signing and Spending Authorization Matrix (Appendix A). The signature must be one of the following:

    a)   One Wet Signature or
    b)   One Secure Digital Signature

6.3   The signatures on contracts should be collected in the following order, as outlined by the Signing and Spending Authorization Matrix:

    a)   College signing authority(ies)

        i)   Where two College signatures are required, the lowest ranking signing authority should sign the Contract first.

    b)   External signature(s)

7.   Delegation of Signing and Spending Authority

7.1   Signing and spending authority may be delegated temporarily due to vacation or other leaves of absence (up to three (3) months). Signing and spending authority may be delegated to a position with a similar level within the hierarchy structure, or to one level below the original Signing Authority level. Notification of the delegation of signing and spending authority must be provided to the delegator's supervisor and the Director, Financial Services, in writing, prior to the delegation.

    a)   The delegated authority must specify the time-period for delegated authority, normally coinciding with the original approver's absence.
    b)   The authorized dollar limits shall not exceed the normal limits for the original Signing Authority.

7.2   Delegations intended for long-term coverage (defined as greater than three (3) months) or on a permanent basis shall be done on an exception basis, and must be submitted to the CFO & Vice President, Corporate Services for review and approval, prior to submission to Financial Services.

7.3   Anyone in an interim acting position shall have the same signing authority as the one on whose behalf they are acting on. Sub-delegation is not required.

8. Related Acts and Regulations

College and Institute Act

University, College & Institute Protection Program

9. Supporting References, Policies, Procedures and Forms

Hospitality Policy

Travel Policy and Procedures

Kilometer Reimbursement Policy

Procurement Policy

Contract Routing and Process Guidelines

Sponsorship Policy and Procedures

Signing and Spending Authorization Matrix (Appendix A)

History / Revisions

Date	Action
2023-04-01	*New Procedure Approved by Executive Team*

Appendix A

Signing and Spending Authorization Matrix - Contracts, Agreements or Expenditures

Contract / Expenditure Assessment	Contract, Agreement or Expenditure								Non-monetary Contract	
	Over $3m	Up to $3m	Up to $1m	Up to $150K	Up to $50K	Up to $25K	Up to $10K		Low Risk	High Risk
Board of Governors	✓									
President - College Wide		✓								✓
Provost, Vice Presidents, Associate Vice Presidents			✓							
Dean, Director, Regional Dean, Registrar				✓					✓	
Exempt (M13-M14; P12)*					✓					
Exempt Managers (P10-P11)**						✓				
Exempt (P07-09)***; Department Chairs							✓			
Executive Assistants (A04-A06); Operations & Portfolio Specialist(s)							✓			

Notes:

~ All Contracts must be routed through the College's Contract Routing Process prior to execution.

~ All Contracts exceeding $3M shall be reviewed and approved by the Board of Governors prior to initialization

~ In the case of an Emergency the President will automatically be granted the ability to make purchases up to $10M without getting Board Approval. See definition of Emergency in the Policy

*Exempt M13-M14; P12

Associate Deans — Associate Directors
Manager, Institutional Research — Associate Registrars
Manager, Ancillary & Business Services — Manager(s), People Services

** Exempt Managers (P10-P11)

Manager, BCBTAC — Manager, Business Transformation
Manager, International Recruitment — Manager, IT Information Security
Manager, IT Infrastructure — Manager, Occ. Health & Safety
Manager, Plant Services and Operations — Manager, Procurement & Bus Services
Manager, Student Services — Manager, Trades Finance/Culinary
Manager, Buildings & Sustain. Svcs — Manager, Business Services
Manager, Financial Services — Manager, Property & Custody Services
Indigenous Access & Svcs Coordinator

***Exempt (P07-09)

Manager, CS Operations — Manager, Campus Operations
Manager, Campus Life and Admin — Manager, Community Relations & Admin
Manager, Enrolment Services — Manager, Executive Office
Manager, OHS Operations and Training — Manager, Security & Crisis Management
Manager, Trades Finance — Manager, Trades Programs
Executive Chef — Business Partner(s), People Services
Marketing Recruitment Specialist — Development Officer(s)
Administrator(s) — Coordinator(s)
Advisor(s) — Occupational Health & Safety Lead

Appendix B

Signing and Spending Authorization Matrix - Major Capital Projects and Construction

Contract/Expenditure Assessment	Over $3M		Up to $3M		Up to $5M		Up to $2M		Up to $750K		Up to $500K		Up to $50K	
	Contract	Spend	Contract	Spend	Contract	Spend	Contract	Spend	Contract	Spend	Contract	Spend	Contract	Spend
Board of Governors	✓	✓												
President - College Wide			✓	✓										
Provost, Vice Presidents					✓	✓								
Associate Vice Presidents, CIO, Executive Directors							✓	✓						
Director, Facilities and Campus Planning								✓	✓		✓❀			
Director, Financial Services								✓						
Manager(s), Facilities & Campus Planning													❀	

Notes:

~ In the case of an Emergency the President will automatically be granted the ability to make purchases upto $10M without getting Board Approval. See definition of Emergency

~ All contracts exceeding $3M shall be reviewed and approved by the Board of Governors prior to initialization

~ All contracts exceeding $500K require 2 signatures, including one-up from the lowest approved signing authority Contracts

~ approved by the Board of Governors are executed by the CFO & VP, Corporate Services.

~ All amendments to contracts over $3M will be reported by the CFO & VP, Corporate Services to the Board of Governors, as appropriate

❀ Director or Manager(s), Campus Planning & Facilities Management have signing authority over change orders to existing construction and architect contracts, where there is no impact to the project budget, in order to prevent costly delays on projects.

BOARD OF GOVERNORS – BRIEFING NOTE

December 12, 2023
Agenda #: 4.3.1

Title	Board Professional Development Session
Action and/or Recommendation	For Information

Meets OC's Inspire Plan...	**Values**	**Responsibilities**	**Commitments**
	☐ Students First ☐ Community ☐ Respect ☐ Courage ☐ Relationships ☐ Distinction	☐ Reconciliation ☐ EDISJ ☒ Sustainability ☐ Resilience ☐ Effective and Efficient	☐ Inclusive & Equitable Access ☒ Life-long learning partnerships ☒ Integration and focus

Background Statement

In October 2023, the Board hosted a two-day Professional Development Session. A survey was distributed to collect feedback from each day of the sessions.

The Governance Committee was asked to review the attached feedback and provide Administration with any learnings that the Committee may incorporate into future professional development sessions of the Board. The feedback is also being shared with the Board for information.

Reference Materials

- Member feedback – October 24 & 25 2023

Supporting Analysis

The surveys included several questions to rate the various sessions on a Likert scale along with opportunities to provide written feedback on each topic. The responses received are summarized by question and their corresponding feedback.

On December 5, the Governance Committee provided suggestions for future topics such as financial literacy and cultural sensitivity training that may be integrated into future Board professional development.

Alignment to the Strategic Plan Roadmap

Individualized life-long learning partnerships. A review and discussion of the session feedback will inform improvements to the Board's learning and engagement at future professional development sessions.

Risk Implication & Mitigation Steps

Governance. Ensuring the Board is supported in professional development and applying the knowledge and skills learned to be effective Governors mitigates governance risk.

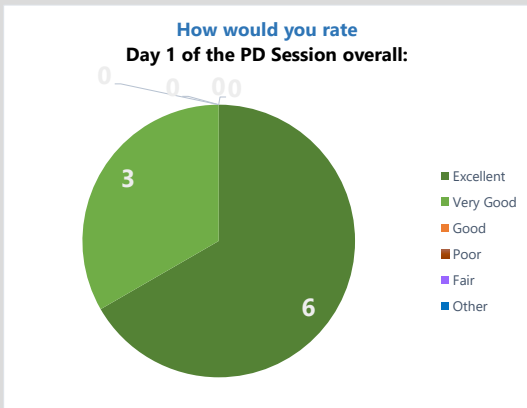| Proposed and Prepared by			Neil Fassina, President	
Consultation History	**Reviewed**	**Recommended**	**Group/Individual, Title**	**Date**
	☒	☐	Governance Committee	12/5/2023
	☐	☐		Select a date.
	☐	☐		Select a date.
	☐	☐		Select a date.
	☐	☐		Select a date.

2023 Okanagan Board of Governors Professional Development Evaluation
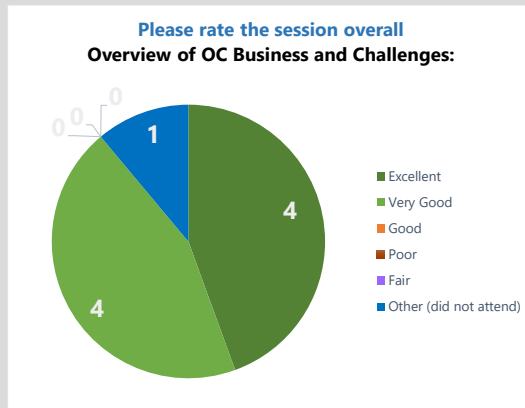*October 24, 2023*

Feedback on Day 1

1

How would you rate
Day 1 of the PD Session overall:

- Excellent
- Very Good
- Good
- Poor
- Fair
- Other

Feedback on Day 1 overall:

- Well paced and relevant information
- Neil, lots of good info. It would be helpful to pause and take feedback/questions throughout instead of just at the end.
- I enjoyed the interaction and exchange
- Very helpful and lots of information
- Good information today on Landscape ((Neil), Advocacy (Jen) and Giving (Helen). Learned some cool and new fun facts.
- Impressed with information and how to use it.
- Enjoyed it all.

2

Please rate the session overall
Overview of OC Business and Challenges:

- Excellent
- Very Good
- Good
- Poor
- Fair
- Other (did not attend)

Feedback on Overview of OC Business and Challenges:

- Love using visuals
- Neil provides a strong overview of the factors impacting the college environment. Next steps will be narrowing in on key priorities.
- Good information
- Good information provided
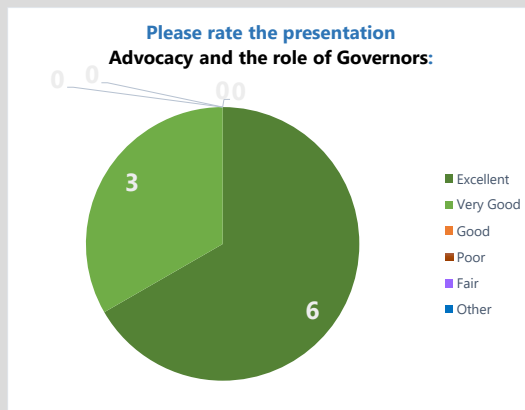- Lots of challenges but look forward to how we will address them.

3

Please rate the presentation
Student Lifecycle:

- Excellent
- Very Good
- Good
- Poor
- Fair
- Other (did not attend)
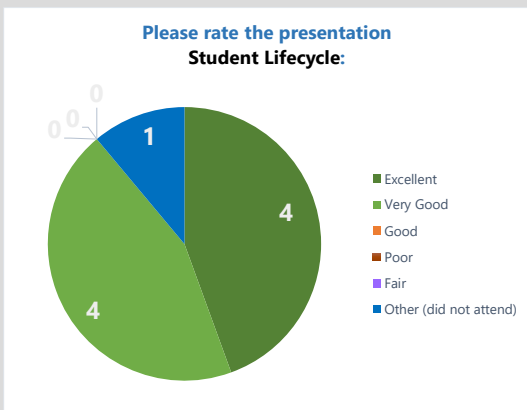
Feedback on Student Lifecycle Presentation:

- Again, love the visuals
- Again, great info that is useful

4

Please rate the presentation
Advocacy and the role of Governors:

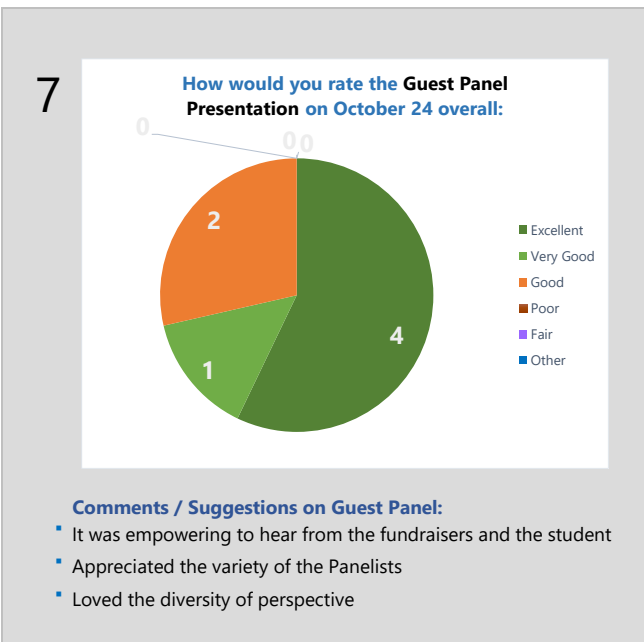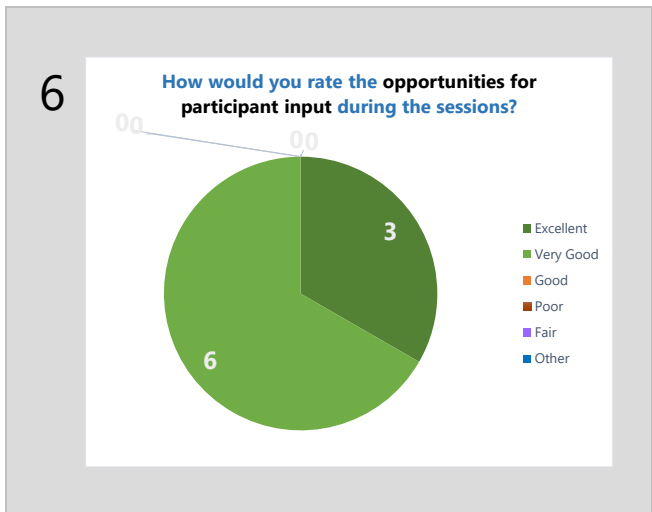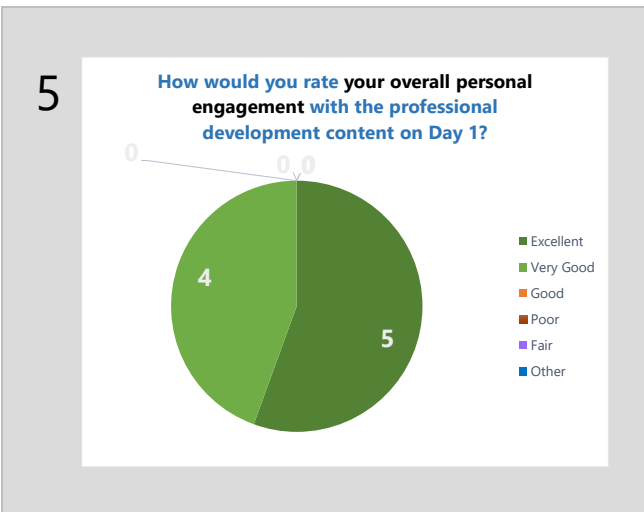- Excellent
- Very Good
- Good
- Poor
- Fair
- Other

Feedback on Advocacy and the role of Governors:

- Excellent overview
- Great presentation
- Learned some great talking points on how to approach giving conversations
- Good suggestions and strategies

2023 Okanagan Board of Governors Professional Development Evaluation
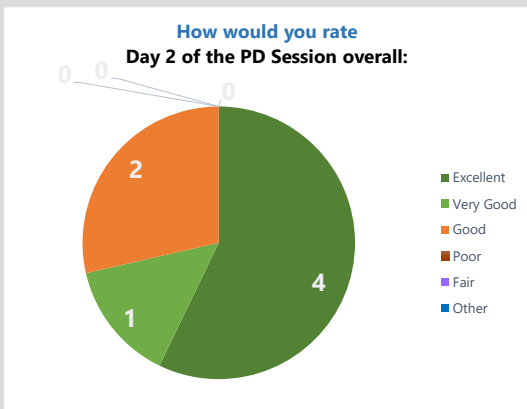*October 24, 2023*

Feedback on Day 1

5

How would you rate your overall personal engagement with the professional development content on Day 1?

- Excellent
- Very Good
- Good
- Poor
- Fair
- Other

6

How would you rate the opportunities for participant input during the sessions?

- Excellent
- Very Good
- Good
- Poor
- Fair
- Other

7

How would you rate the Guest Panel Presentation on October 24 overall:

- Excellent
- Very Good
- Good
- Poor
- Fair
- Other

Comments / Suggestions on Guest Panel:
- It was empowering to hear from the fundraisers and the student
- Appreciated the variety of the Panelists
- Loved the diversity of perspective

ADDITIONAL COMMENTS

General feedback and comments on how personal engagement or participation was or could have been supported within the Day 1 format.

- Very opening discussions
- Felt we could ask any questions and engage in good discussion.
- Always a great professional development session and lots of information shared

2023 Okanagan Board of Governors Professional Development Evaluation
October 25, 2023

Feedback on Day 2

1

How would you rate
Day 2 of the PD Session overall:

- Excellent
- Very Good
- Good
- Poor
- Fair
- Other

Feedback on Day 1 overall:

- Creative much food for thought
- Loved the interactivity
- Really good day learning how we can advocate on behalf of OC more effectively and with purpose. Jen did an excellent job of keeping the discussions focused and narrowing in on the What not the How.
- Regrettable that we did not get to any actual messaging or specifics of our advocacy plan. Would have been helpful to lay out 4-5 areas for detailed messaging, potential audience, etc.

2

Please rate the session overall
Advocacy Priorities:

- Excellent
- Very Good
- Good
- Poor
- Fair
- Other
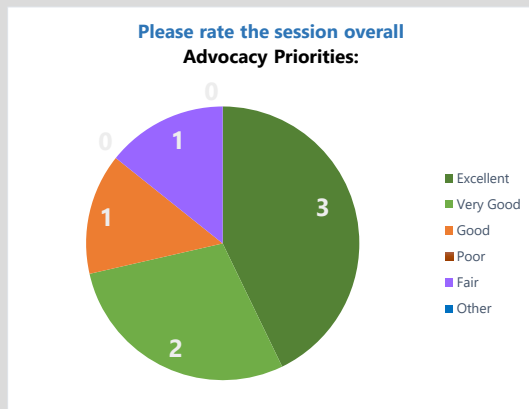
Feedback on Advocacy Priorities:

- Sometimes difficult conversation
- Well thought out. Looking forward to the future.
- Hard to think 20 years out but a good exercise overall.
- Hard discussion - thanks for making space for it

3

Please rate the workshop
Board Advocacy Plan:

- Excellent
- Very Good
- Good
- Poor
- Fair
- Other

Feedback on Board Advocacy Plan:

- Think we made good headway on initial first steps here.
- Great talent from within the college, but again, PD is also about expanding beyond our reach and capacity. I would have like to have seen outside presenters as well.

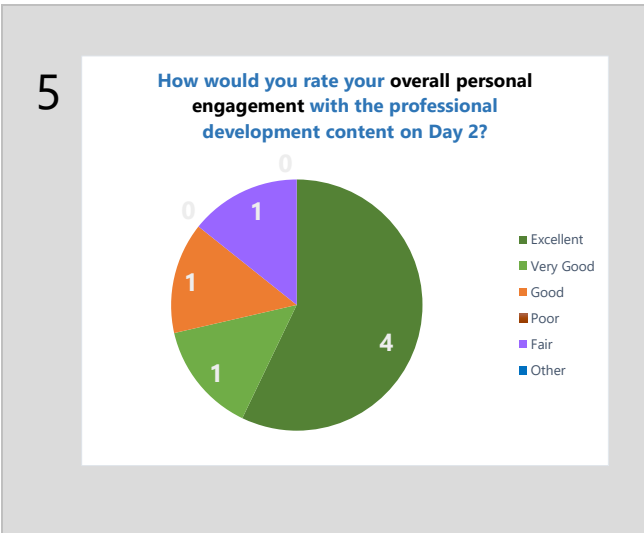**4**

Other priorities or feedback members wished to see incorporated into the Board Advocacy Toolkit that were not suggested during the session:

- Need more discussion
- Something laid out that melds our mandate letter, with Inspire, with our advocacy priorities that includes messaging, audience, opportunities.

2023 Okanagan Board of Governors Professional Development Evaluation
October 25, 2023

Feedback on Day 2

5

How would you rate your overall personal engagement with the professional development content on Day 2?

- Excellent
- Very Good
- Good
- Poor
- Fair
- Other

6

How would you rate the opportunities for participant input during the Day 2 sessions?

- Excellent
- Very Good
- Good
- Poor
- Fair
- Other
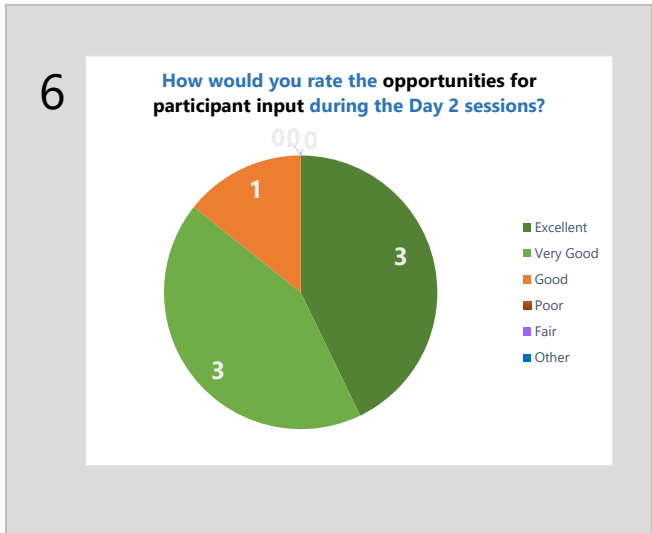
ADDITIONAL COMMENTS

Comments on how personal engagement or participation was or could have been supported within the Day 2 format:

- None.

General Comments / Feedback:

- This is the Best PD session I have participated in as gives us some real tools to support OC.

Okanagan College Board of Governors President's Report
December 2023

INTRODUCTION

My December report addresses matters that have taken place between September 2023 and December 2023. In the sections that follow, I address a series of strategic highlights, operational highlights, and points for potential advocacy and communication for Board members.

Part 1: Strategic Highlights and Questions

Indigenous OC Plan: As outlined in Agenda Item 5.1, the Indigenous OC Plan is presented to the Board of Governors for review and consideration. The plan is not presented for approval under the principle of self-determination. The plan is organized in a four pillars model to represent a pit house design and respect the principle of four directions. Each pillar, in turn, has four outcomes. Each pillar has been aligned to the TRC Calls to Action, UNDRIP Articles, and the Calls for Justice in the Murdered and Missing Indigenous Women Report. Consistent with Inspire, the Indigenous OC plan will have an affiliated roadmap to specify the desired actions for OC to achieve.

Wellness Centre: On October 26, the OC Foundation launched a $14M community campaign to open a new Recreation and Wellness Centre at the Kelowna Campus. It will be an inclusive and accessible space for students, staff and the community where connections will be made, life lessons learned, and milestones celebrated. The Foundation has a fund of $9M and commitments of a further $1.5M. The focus now is on securing major gifts.

Penticton Flag Raising: Okanagan College held an event and ceremony Sept. 28 to honour and celebrate the permanent raising of the Penticton Indian Band and Okanagan Nation flags at the Penticton campus. The flags formally signify the College's recognition of the traditional, ancestral and unceded territory of the Syilx (Okanagan) Nation, on whose lands the College resides in Penticton, Kelowna and Vernon. Okanagan College held similar flag raising ceremonies in 2019, when the Okanagan Nation flag was raised at the College's Vernon and Kelowna campuses, and the Secwepemcúl̓ecw flag was raised the Salmon Arm campus.

Mandate Letter Clarification: A member inquired in September regarding the meaning of the mandate letter statement "Identify and prioritize strategic opportunities stemming from Wave, but applicable to the broader D2L and Brightspace environments." The mandate statement speaks to the importance of transparency and fair treatment for international students. That international students are fully informed, and that the College follows through on its commitments (whether directly or through our registered agents) regarding the potential learning opportunities at the College, that quality of those learning opportunities, what learning and wraparound supports will be provided during studies, and what expenses international learners will encounter during their studies.

Future Skills Grant: The Province of BC released the Stronger BC Future Skills Grant in the fall. This grant provided up to $3500 for eligible BC citizens to enroll in a short program (i.e., less than 12 weeks) at a public post secondary. This grant was quickly adopted. Okanagan College had put forward 32 programs for consideration under this grant.

Part 2: Operational Highlights

2023/24 Achievements

STARS Assessment Submission: The College has completed the initial submission to the STARS rating system. We are awaiting a baseline assessment rating from which the College can set its aspiration level.

Strategic Enrolment Plan: Leadership Council approved Okanagan College's first Strategic Enrolment Management plan in October. The plan is aligned to Inspire, and outlines six cornerstones required to reach aspirational growth targets to 2043:

- Equitable and inclusive participation of people experiencing barriers
- Indigenous student access, inclusion and success
- Diverse international student enrolments and success
- Lifelong learning opportunities
- Education for the region's communities
- Academic and holistic supports for student success

Devin Rubadeau, who was announced as OC's Director, Strategic Enrolment Management (SEM) in October, begins this new role in early 2024 and will lead next steps, which include establishing Terms of Reference to support pan-institutional SEM working groups and implementation.

10-year financial sustainability model: Initial modeling is currently under way.

IRP Improvements Introduced: Progress is well underway for improvements to the Integrated Resource Planning Process. Building on feedback following the 2022/23 IRP process, Leadership Council has identified, introduced, and continues to refine improvements to the planning process aimed at a) reducing the amount of unnecessary work previously required in the system, b) further aligning the process to the Inspire plan, and c) introducing a greater focus on cross-portfolio initiatives and collaboration.

Portfolio Realignment Complete: The realignment of the executive structure is now complete with the addition of Dr. Samantha Lenci as OC's new Provost and Vice President Academic. Work continues within each portfolio to ensure that the internal structure of the portfolios aligns with the initial motivation behind the reorganization. This work is anticipated to be completed before summer 2024.

Other Operational Highlights

Domestic Recruitment: Okanagan College held Open House events at each campus October 12-19, welcoming hundreds of prospective students, and their families, and providing them with information and resources they need to apply. In addition to on campus events, Recruiters have attended provincial, regional and community-based education fairs and events through the fall. Work is in progress on a multi-year tactical workplan following the centralization of recruitment staff resources into a new department earlier this year.

International Recruitment: This fall, Okanagan College welcomed 808 new international students to our campuses, with an additional 1,159 returning to OC (total fall count 1,967). As we look ahead to Winter 2024, we are projecting similar numbers returning, with the potential for a small increase. World events, including conflicts and other disruptions, are not at this point having a significant impact on our international recruitment. At this early stage, we anticipate limited growth in international numbers (5 per cent) in Fall 2024, based on early signs of increased interest from new markets in Africa and South Asia, and continued strength in India, Philippines, Thailand, China, Japan and Jamaica.

Alumni Engagement, AGM, and 60th Anniversary Celebration: The OC Alumni Association held its annual general meeting on Sept. 26, and elected three new Directors, with an additional three to join the Board later this fall. This follows several months of work by the OCAA to engage and recruit new membership. On Oct. 18, the OCAA hosted a networking event to celebrate OC's 60th anniversary, and in particular to highlight the impact of over 60,000 alumni. The OC Board Chair emceed the event, which was attended by over 100 people and included speeches from three alumni. Catering and beverages were provided by OC alumni.

October Convocation: Okanagan College held its first Fall Convocation & Commencement ceremony on Oct. 4, with close to 150 students and their families at the Kelowna campus. Graduates came from all portfolios; Miranda Lockhart, of the Health Care Assistant Certificate program provided the student address.

Careers Hub Launch: Okanagan College is making it easier for students to connect with employers to gain practical learning experiences as an integral part of their OC education. OC has launched Careers Hub, a new online tool designed to support students on their journey into the workforce as well as employers looking for trained workers. Since launching in September, approximately 600 students have logged on, 50 have applied for jobs and over 130 are doing co-operative work terms. More than 250 employers in the region have registered and posted over 100 job opportunities.

Cyber Incident: Resolution of the January 9 2023 cyber incident is nearly complete. Recent efforts include the circulation of final notifications resulting from investigations, closure of the file with the OIPC, and development of a multipart strategy regarding cyber security going forward.

Financial Position: As detailed in Agenda Item 4.4, OC is expected to end the 2023/24 fiscal year with a significant surplus. The primary drivers include unanticipated growth in International student registration and government grants.

Part 3: Communication and Advocacy Highlights

Regional Advisory Councils: OC hosted Regional Advisory Council (RAC) meetings in Revelstoke (Oct. 27), Salmon Arm (Oct. 27), Penticton (Oct. 30), Vernon (Nov. 7) and Kelowna (Nov. 10). At each meeting, groups discussed how to evolve and strengthen engagement between the College and communities, with a specific focus on local labour market/employer needs. OC is using input received to revise the RAC model to ensure effective input from key partners, including school districts; local industries, businesses, and organizations; municipal and Indigenous governments; nonprofits; etc.

Municipal Councils: I presented to Salmon Arm City Council (Oct. 10) and Vernon City Council (Oct. 23), providing locally elected officials with updates from OC about current programming and alignment to regional workforce labour market needs. At each meeting, councillors voiced their appreciation for the College, the student housing being constructed on campus in both communities, and support for continued partnerships.
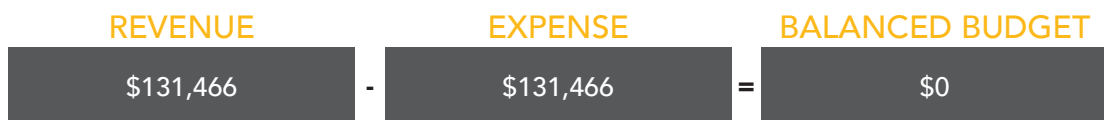
Media and Public Relations: Okanagan College continues to share stories about students, their achievements, and the impact of the College across our region. Since the end of September, the following news releases have been provided to media and have been covered by various/numerous outlets. OC's coverage is consistently more positive than negative, due to the volume and frequency of stories about OC students and employees.

November 21: OC Cultivates event fosters local food, wine and tourism businesses
November 8: New ECE offerings at Okanagan College responding to workforce demands
November 1: City of Kelowna supports OC trades programs through garbage truck donation
November 1: Okanagan College marks 60 years of alumni and employee success
October 30: Westbank First Nation and Okanagan College sign updated MOU
October 25: THRIVE HERE campaign kicks off with record-level support
October 25: Dr. Samantha Lenci appointed Okanagan College Provost and Vice President, Academic
October 23: OC's Red Dot Players present The Haunting of Hill House
October 20: OC hockey players chip in for collegiate hockey team
October 18: OC fundraiser to light way for new childcare centre
October 4: Hundreds of students graduate into workforce at OC's Fall Convocation and Commencement
October 4: Empowering Tomorrow: Rick and Yasmin Thorpe and Friends Scholarship Celebrates Future Leaders
September 28: Okanagan College raises Penticton Indian Band and Okanagan Nation flags at Penticton campus
September 27: Apprentice Hiring Project supports accessible workplace
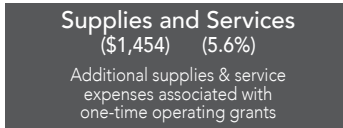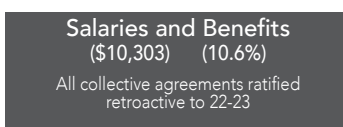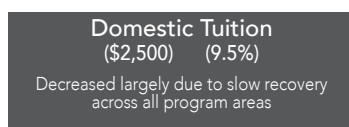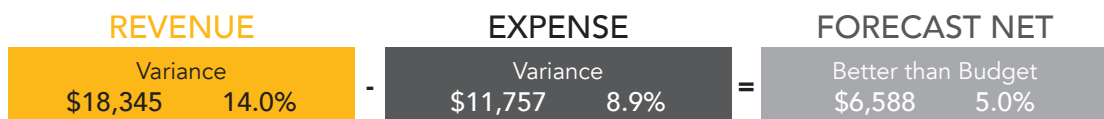September 23: Okanagan College connects students and employers with new Careers Hub

Year-End Forecast

Year-to-Date

Revenue
$89,912
9.7%

Expense
$64,842
4.2%

better than budget | *better than budget*

$25.1M Actual Surplus
$10.8M Higher than Budget

REVENUE
$149,812
14.0%

EXPENSE
$143,224
(8.9%)

better than budget | *off budget*

5.0% Surplus
$6.6 Million

Tuition Year-End Forecast

Domestic
$23,894
(9.5%)

International
$27,342
27.5%

off budget | *better than budget*

Approved Budget

REVENUE	EXPENSE	BALANCED BUDGET
$131,466	- $131,466	= $0
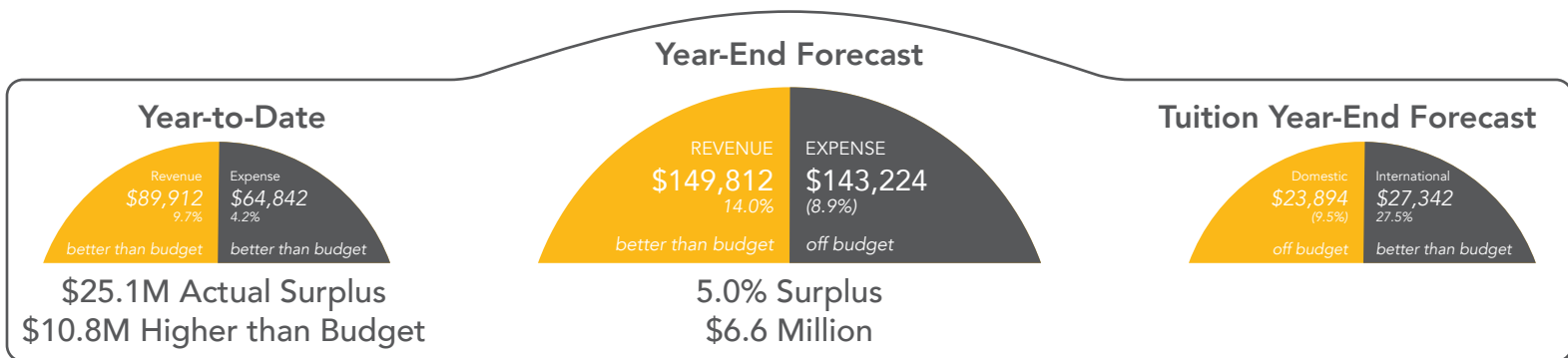
Q2 Year-End Forecast Variance to Approved Budget

REVENUE	EXPENSE	FORECAST NET
Variance $18,345 14.0%	- Variance $11,757 8.9%	= Better than Budget $6,588 5.0%

Favourable | Favourable

Budget line items with a material variance forecast for year-end are explained in detail.
A material variance is $400K and 2% of the budget line object or the components within the line item are above the $400K and 2% threshold.

Note: the size of boxes is for illustrative purposes only and are not to scale

Grants
$14,105   20.9%
Primarily due to projected onetime operating grants and bargaining mandate funding

International Tuition
$5,900   27.5%
Higher than planned enrolment across programs: specifically Arts & Business

Investment Income
$751   71.5%
Increase due to interest rate increases and higher realized gains

Investment Tuition
$89   10.5%
Various miscellaneous fees

LEGEND	Material	<Material
Favourable		
Unfavourable		

Domestic Tuition
($2,500)   (9.5%)
Decreased largely due to slow recovery across all program areas

Salaries and Benefits
($10,303)   (10.6%)
All collective agreements ratified retroactive to 22-23

Supplies and Services
($1,454)   (5.6%)
Additional supplies & service expenses associated with one-time operating grants

Unfavourable | Unfavourable

OC Okanagan COLLEGE

Statement of Consolidated Operations 2023-24
as at Quarter 2, September 30, 2023
(Amounts in $000s)

	A Actual Q2	B Budget Q2	Variance Favourable (Unfavourable) [A vs B]	Variance as a % of Budget	C Q2 Forecast Year End 2023-24	D Budget Approved 2023-24	Variance Favourable (Unfavourable) [C vs D]	Variance as a % of Budget	Note
REVENUE									
Grants	45,641	41,283	4,358	10.6%	81,712	67,607	14,105	20.9%	1
Domestic tuition and mandatory fees	16,525	18,958	(2,434)	(12.8%)	23,894	26,394	(2,500)	(9.5%)	2
International tuition and mandatory fees	18,007	13,828	4,179	30.2%	27,342	21,442	5,900	27.5%	3
Contract services	2,675	2,138	537	25.1%	4,390	4,390	0	0.0%	
Ancillary service sales	2,422	2,029	393	19.4%	4,073	4,073	0	0.0%	
Investment income	1,042	482	560	116.2%	1,801	1,050	751	71.5%	4
Other	770	380	390	102.6%	940	851	89	10.5%	
Post construction contributions for tangible capital assets	0	0	0	0.0%	0	0	0	0.0%	
Amortization of deferred contributions for tangible capital assets	2,830	2,829	1	0.0%	5,660	5,660	0	0.0%	
TOTAL REVENUE	89,912	81,927	7,984	9.7%	149,812	131,466	18,345	14.0%	
EXPENSE									
Salaries and benefits	49,268	50,057	788	1.6%	107,540	97,237	(10,303)	(10.6%)	5
Supplies and services	11,464	13,489	2,025	15.0%	27,377	25,923	(1,454)	(5.6%)	6
Interest on debt	26	26	0	0.0%	139	139	0	0.0%	
Amortization of tangible capital assets	4,083	4,082	(2)	0.0%	8,167	8,167	0	0.0%	
TOTAL EXPENSE	64,842	67,654	2,812	4.2%	143,224	131,466	(11,757)	(8.9%)	
OPERATING SURPLUS (DEFICIT)	25,070	14,274	10,796	13.9%	6,588	0	6,588	5.0%	

Year End Forecast Variance to Budget Material Notes: > $400K and 2% of the budget line or the components within the line item are above the $400 K and 2% threshold
 1. Grants: received year end operating grants and bargaining mandate funding for pay increases expected Dec or Jan
 2. Domestic tuition and mandatory fees: demand lower than planned
 3. International tuition and mandatory fees: demand higher than planned
 4. Investment income: exceeding budget due to higher than planned interest rates and realized gains
 5. Salaries and benefits: costs associated with year end operating grants and processed new bargaining mandated pay increases retroactive to 22-23
 6. Supplies and services: costs associated with year end operating grants

OC Okanagan COLLEGE

BOARD OF GOVERNORS – BRIEFING NOTE

December 12, 2023
Agenda #: 4.5.1

Title	Academic Quality Assurance Process
Action and/or Recommendation	For Information

Meets OC's Inspire Plan...	**Values**	**Responsibilities**	**Commitments**
	☒ Students First ☒ Community ☐ Respect ☐ Courage ☐ Relationships ☒ Distinction	☐ Reconciliation ☐ EDISJ ☐ Sustainability ☐ Resilience ☐ Effective and Efficient	☒ Inclusive & Equitable Access ☒ Life-long learning partnerships ☐ Integration and focus

Background Statement

During a review of the 2023 Board Evaluation survey results by the Governance Committee in September 2023, the Committee identified a knowledge gap based on the Board's responses to the survey question:

- The Board ensures the College has a quality assurance system for programs and educational services.

To this question, four members answered "disagree", while two members answered "don't know / not applicable".

To address this professional development need of the Board, Administration suggested to the Governance Committee that the Education Council Chair provide a presentation on the topic for Board members.

Reference Materials

- Academic Quality Assurance Process (presentation at meeting)

Supporting Analysis

A presentation on the Academic Quality Assurance Process will be provided to the Board at the meeting.

Alignment to the Strategic Plan Roadmap

- Academic decision-making framework renewal
- Learning resource plan
- Student experience plan
- Program maps complete

Risk Implication & Mitigation Steps

Fiduciary. The Board approves programming on the recommendation of Education Council. An understanding of the processes that go into achieving academic quality will support the decision-making process and approval of programming aligned with the mandate and strategic plan.

Proposed and Prepared by			Jillian Garrett, Education Council Chair	
Consultation History	**Reviewed**	**Recommended**	**Group/Individual, Title**	**Date**
	☒	☒	Neil Fassina, President	12/06/2023
	☐	☐		Select a date.
	☐	☐		Select a date.
	☐	☐		Select a date.
	☐	☐		Select a date.

BOARD OF GOVERNORS – BRIEFING NOTE

December 12, 2023
Agenda #: 4.5.2

Title	New Programs
Action and/or Recommendation	For Approval Recommended Motions: *"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new program: Early Childhood Education Assistant Certificate as recommended by Education Council and subject to approval by the Post-secondary Institution Proposal System (PSIPS)."* *"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new program: Post Baccalaureate Diploma in Cybersecurity as recommended by Education Council."* *"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new program: Practical Cybersecurity for IT Professionals as recommended by Education Council."* *"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new program: Trauma-Informed Practice Micro-Credential as recommended by Education Council."* *"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new program: Residential Insulator Technician as recommended by Education Council."* *"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new program: Video Game Design Post-Baccalaureate Diploma as recommended by Education Council."*

Meets OC's Inspire Plan...	**Values** ☒ Students First ☒ Community ☐ Respect ☐ Courage ☒ Relationships ☐ Distinction	**Responsibilities** ☐ Reconciliation ☐ EDISJ ☐ Sustainability ☐ Resilience ☐ Effective and Efficient	**Commitments** ☐ Inclusive & Equitable Access ☒ Life-long learning partnerships ☐ Integration and focus

Background Statement

The College and Institute Act states in section 23(1) that "An education council must advise the board, and the board must seek advice from the education council, on the development of educational policy for the following matters:

(b) proposals about implementation of courses or programs leading to certificates, diplomas or degrees, including the length of or hours for courses or programs;

(d) priorities for implementation of new programs and courses leading to certificates, diplomas or degrees;

(f) evaluation of programs and educational services;

(m) qualifications for admission policies; and

(n) criteria for awarding certificates, diplomas and degrees..."

In alignment with its advisory role to the Board, Education Council has reviewed and is recommending Board approval of the following new programs:

- Early Childhood Education Assistant Certificate
- Post Baccalaureate Diploma in Cybersecurity
- Practical Cybersecurity for IT Professionals Micro-credential
- Residential Insulation Technician Micro-credential
- Trauma-Informed Practice Micro-Credential
- Video Game Design Post-Baccalaureate Diploma

Reference Materials

- Proposals for New Programs

Supporting Analysis

Please see attached new program proposal(s).

Alignment to the Strategic Plan Roadmap

The new programs represent OC's ability to pivot to meet the demands of the community and industry and provide prospective students with programming relevant to their needs.

Risk Implication & Mitigation Steps

Lack of Participants: Mitigated by strong collaboration with community partners. Strong marketing collateral and a solid marketing plan with dedicated resources to ensure the reach of promotions throughout the Okanagan Valley.

Instructor Availability: Mitigated through collaboration between programs and faculty to source subject matter experts who will be qualified to teach.

Content Quality: This risk is mitigated with the use of subject matter experts who are currently working in the industry and are knowledgeable of the current trends, competencies and skills required.

Proposed and Prepared by		Jillian Garrett, Education Council Chair	

Consultation History	**Reviewed**	**Recommended**	**Group/Individual, Title**	**Date**
	☒	☒	Education Council	12/7/2023 11/02/2023
	☐	☐		
	☐	☐		

Okanagan College Education Council
Proposal for New Program
December 2023

Program Summary	

Name of Program:	Early Childhood Education Assistant
Program Outcome/Credential:	Certificate
Program Length:	180 hours
Education Council Approval Date:	12/7/2023
New Program Effective	Fall 2024
External review requirements:	Board approval requested subject to review by Post-secondary Institution Proposal System (PSIPS)

Program Outline	

Program description:	The Early Childhood Education (ECE) Assistant Certificate program introduces students to foundational knowledge and skills required to work with young children in a variety of early learning and care environments.
Learners served by this program:	Students who wish to explore the career pathways in Early Childhood Education and understand the importance of developing responsive relationships between children and adults for quality early learning experiences.
Career Outcomes and Pathways:	Successful completion of this program satisfies the ECE Registry training requirements for an ECE Assistant Certificate. An ECE Assistant works alongside ECEs and/or Infant Toddler Educators in licensed childcare programs for children birth to 5 years of age.

Students who have completed the OC ECE Assistant Certificate program, may apply for admission into other OC Early Childhood Education Certificate or Diploma programs and complete the remaining courses required for graduation with those additional ECE credentials. |
| **Program Hours:** | 180 hours |
| **Admission Requirements:** | Academic Admission Requirements
• B.C. secondary school graduation, or equivalent, or 19 years of age and out of secondary school for one year as of the first day of classes.
• English 12 with minimum 60% or alternatives. Student currently registered in English 12 can submit proof of concurrent enrolment in this course together with English 11 with a minimum of 60% or alternatives. |

Name of Program:	Early Childhood Education Assistant
	General Admission Requirements • Completion of the ECE Program Information and Student Questionnaire Form. Instructions will be sent to applicants by Admissions to complete this form. • Students in this program engage actively in laboratory practice, acting both as patient/client and as caregiver in simulated situations. Notwithstanding all specific program prerequisites, Okanagan College reserves the right to deny admission to any applicant when, in the opinion of Okanagan College, there is sufficient and substantiated evidence, medical or otherwise, to conclude that by granting admission Okanagan College would jeopardize the safety of clients under student care or would otherwise be negligent in providing for the safety and well-being of clients, agency staff or other students.
Required Courses:	• ECDE113 - Child Development 3-12 years of Age • ECDE122 - Health, Safety and Nutrition • ECDE124 - Guiding and Caring
Graduation Requirements	Graduation from any of the Early Childhood Education programs requires successful completion of all courses in the program outline with a 70% minimum passing grade in each course.

Okanagan College Education Council
Proposal for New Program
December 2023

Program Summary	

Name of Program:	Post Baccalaureate Diploma in Cybersecurity
Program Outcome/Credential:	Post-Baccalaureate Diploma
Program Length:	Two years
Education Council Approval Date:	12/7/2023

Program Outline	

Program description:	The Post Baccalaureate Diploma in Cybersecurity focuses on program application and database security and cybersecurity threat analysis. This program covers a comprehensive overview of security technologies and best practices with particular emphasis on hands-on skills.
Learners served by this program:	The Cybersecurity Post-Baccalaureate Diploma is aimed at students with various backgrounds who wish to pursue a career in the cybersecurity industry. The Diploma equips students with primary cybersecurity programming, an analytics-based approach to cybersecurity operations and skills. Additionally, it will allow students to acquire essential skills to core security skills needed for monitoring, detecting, investigating, and responding to security events. Students will develop a framework for an enterprise security policy and learn to install, configure, design and program, manage and maintain applications to enforce this security policy.
Career Outcomes and Pathways:	Students use industry-standard software and analytical software and gain knowledge and practical skills directly applicable to working in the cybersecurity industry.
Admission Requirements:	- Successful completion of a recognized bachelor's degree in science or engineering or an equivalent credential. - English Requirements: English 12 with a minimum of 60% or alternatives. Most Bachelor's Degrees in Science or Engineering will satisfy the following math requirement. - Math Requirements: A minimum of 60% in any of: - MATH 112 - MATH 139 - MATH 147 - MATH 149 - MATH 221 - MATH 314 Or equivalent

Name of Program:	Post Baccalaureate Diploma in Cybersecurity
	• Computer Science admission requirements: COSC 111, 121, 221 with at least 60% GPAs in each course. • Applicants who have completed post-secondary studies outside of Canada will require a World Education Service evaluation with an International Credential Advantage Package of their credentials.
Required Courses:	Semester 1 • COSC126 - Systems Analysis and Design (3) • COSC222 - Computer Data Structures (3) • COSC109 - Technical Aspects of Operating Systems (3) • COSC219 - Client-side Web Systems (3) • ICT151 - Network Foundations for Cybersecurity (3) Semester 2 • ICT218 - Client and Server Security (3) • COSC232 - Information System Security (3) • ICT212 - Cybersecurity Analysis (3) • ICT225 - Internetwork Security I (3) • COSC320 - Algorithms (3) Semester 3 • COSC304 - Introduction to Database Management Systems (3) • COSC331 - Microservices and Software Architecture (3) • COSC417 - Topics in Computer Networks (3) • COSC315 - Introduction to Operating Systems (3) • COSC470 - Software Engineering (3) Semester 4 • COSC419 - Topics in Computer Science (3) • COSC328 - Linux Networking (3) • COSC416 - Topics in Database (3) • COSC332 - Cyber Forensics & Zero-Trust Network (3) • COSC471 - Software Engineering Project (3)
Graduation Requirements:	Successful completion of the prescribed and elective courses as listed in the program outline with a minimum graduating grade average of 60%.

Okanagan College Education Council
Proposal for New Program
December 2023

Program Summary	
Name of Program:	Practical Cybersecurity for IT Professionals
Program Outcome/Credential:	Microcredential
Program Length:	160 hours
Program Implementation:	April 2024
Education Council Approval Date:	11/2/2023

Program Outline	
Program description:	The Practical Cybersecurity for IT Professionals Micro-credential is designed to equip learners with applied approaches for securing small-business and enterprise network infrastructure and data systems. This micro-credential emphasizes real-time learning that delves into cybersecurity domains and provides the latest tools, techniques and best practices used by industry professionals to secure information systems.
Learners served by this program:	With an emphasis on cybersecurity policies and network design, the program targets IT professionals who want to develop valuable knowledge and skills to protect organizational IT infrastructure and develop procedures for business continuity. Learners will also acquire practical skills to develop operational frameworks for organizational security policies and learn to install, configure, and maintain equipment and applications to support these policies. Core skills include monitoring, detecting, and responding to cybersecurity events as well as an in-depth knowledge of identity services and authentication, encryption, client and service security, intrusion detection, next generation firewalls, and remote (VPN) access implementation.
Career Outcomes and Pathways:	Graduates will have experience and knowledge to design, implement, and maintain comprehensive cybersecurity measures for small-business and enterprise network infrastructure and data systems by applying industry tools and best practices. Graduates will be able to create a catalyst for immediate change to effectively protect digital assets and mitigate cyber threat to enterprise environments.
Program Hours:	160 hours
Admission Requirements:	It is recommended that learners have at least two years of server administration, network administration, and IT project management experience. While professional experience in cybersecurity is beneficial, it is not mandatory. Courses are taken in sequence and are not to be taken separately.
Required Courses:	PCIT100 - Cybersecurity Fundamentals PCIT101 - Security Audits and Assessments PCIT102 - Client and Server Security PCIT103 - Internetwork Security PCIT104 - Cybersecurity Capstone

Okanagan College Education Council
Proposal for New Program
December 2023

Program Summary	
Name of Program:	Residential Insulation Technician
Program Outcome/Credential:	Microcredential
Program Length:	284 hours
Education Council Approval Date:	11/2/2023
Program Implementation:	March 2024

Program Outline	
Program description:	The Residential Insulation Technician program is a micro-credential is designed to equip learners with the knowledge and practical skills required to effectively install and maintain insulation systems in residential and multi-family construction.
Learners served by this program:	The comprehensive Residential Insulation Technician training includes foundational skills for insulators, energy efficiency and building science principles, and industry codes and regulations related to insulation. Using industry best practices, learners will gain theoretical and applied skills in application techniques of a wide variety of insulation materials. Learners will be equipped with spray foam application techniques and be given the chance to acquire industry-recognized certification in spray foam application. Learners will gain a thorough understanding of principles and concepts related to residential insulation enabling them to contribute to energy efficiency, occupant comfort and sustainability in residential construction. Throughout the micro-credential, a focus on personal, team, equipment, and worksite safety are emphasized.
Career Outcomes and Pathways:	Graduates will gain industry-recognized certifications, proficiency in residential insulation practices, and be able to demonstrate their commitment to energy efficiency and sustainability in residential construction.
Program Hours:	284 hours
Admission Requirements:	• BC Secondary School graduation, or equivalent, or 19 years of age and out of secondary school for at least one year as of the first day of classes • English requirement - English 10 with a minimum of 50% or equivalent • Math requirement – Math 10 with a minimum of 50% or equivalent
Required Courses:	Complete all of the following: • RIT100 - Foundational Skills for Residential Insulators • RIT101 - Health and Safety in insulation Work • RIT102 - Building Science Fundamentals and the Building Envelope • RIT103 - Application of Insulation in Residential / Multi-Family Construction • RIT104 - Specialty Products in Residential and Multi-Family Construction • RIT105 - Spray Foam Application • RIT106 - Insulation Workshops
Graduation Requirements	Learners must pass each course with a minimum of 60% to receive the micro-credential.

Okanagan College Education Council
Proposal for New Program
December 2023

Program Summary	
Name of Program:	Trauma-Informed Practice Micro-Credential
Program Outcome/Credential:	Microcredential
Program Length:	60 hours
Education Council Approval Date:	12/7/2023
Program Implementation Date:	Winter 2024

Program Outline	
Program description:	The Trauma-Informed Practice Micro-credential is designed to provide learners with an understanding of trauma and its impact on individuals and communities. A focus will be on communicating with empathy and understanding and creating safe and supportive environments. The wellness wheel and active and reflective listening will be explored to reflect on connections between trauma and mental, physical and emotional wellness.
Learners served by this program:	This training is intended for municipal, provincial, and federal employees, Indigenous communities, social services, education, private and public community services, sporting, health, and volunteers.
Career Outcomes and Pathways:	Learners will engage in activities that promote resiliency and personal growth while exploring the critical link between trauma and wellness, and will acquire the knowledge and skills to advocate for trauma-informed practice improvements in their workplaces and communities.
Program Hours:	60 hours
Admission Requirements:	This is a Continuing Studies Micro-Credential and there is no admission requirement of this program.
Required Courses:	• TIP100 - Introduction to Trauma-Informed Practice (0) • TIP101 - Trauma and Wellness (0) • TIP102 - Trauma-Informed Communication (0) • TIP103 - Applying Trauma-Informed Practice (0)
Graduation Requirements:	Learners must attain a minimum overall grade of 60% in each of the courses in the program to receive the credential.
Other comments:	Developing a trauma-informed program will benefit individuals, communities and the people who serve them. This program will provide individuals with the knowledge and skills necessary to identify and support those affected by trauma in a kind and empathic manner.

Okanagan College Education Council
Proposal for New Program
December 2023

Program Summary	

Name of Program:	Video Game Design Post-Baccalaureate Diploma
Program Outcome/Credential:	Post-Baccalaureate Diploma
Program Length:	Two years
Education Council Approval Date:	**11/3/2022**
Program Implementation Date:	**Fall 2023**

Program Outline	

Program description:	The Video Game Design Post-Baccalaureate Diploma focuses on programming, asset creation, storytelling, and communications related to video game development. Students use industry-standard software and game engines and gain knowledge and practical skills directly applicable to working in the video game industry.
Learners served by this program:	The Video Game Design Post-Baccalaureate Diploma is aimed at students with various backgrounds who wish to pursue a career in the video game industry.
Career Outcomes and Pathways:	The diploma features courses aimed at equipping students with primary programming, animation, storytelling, and communications skills. Additionally, it will allow students to acquire essential skills in the video game industry, such as asset creation, scripting, game engines, narrative, and video game portfolio design.
Admission Requirements:	Successful completion of a recognized bachelor's degree in science or engineering or an equivalent credential.

English Requirements:
- English 12 with a minimum of 60% or alternatives.
- A degree from a Canadian institution where English was the instruction the English requirement.
- A degree from an institution outside of Canada where English was the language of instruction may be acceptable.

Math Requirements:
- Most bachelor's degrees in science or engineering will satisfy the following math requirement.

A minimum of 60% in any of:
- MATH 112 – Calculus I
- MATH 139 – Mathematics for Math for Network & Telecom Engineering Technology II
- MATH 147 – Mathematics for Electronic Engineering
- MATH 149 – Trades Mathematics
- MATH 221 – Introduction to Linear Algebra
- MATH 314 – Calculus and Linear Algebra with Business Applications

Name of Program:	Video Game Design Post-Baccalaureate Diploma
	• Or equivalent
Required Courses:	Semester 1 • <u>Complete all of the following:</u> • COSC111 - Computer Programming I (3) • ANIM112 - Animation Principles I (6) • COSC107 - Intro to Game Engines (3) • <u>One of the following:</u> • COSC221 - Introduction to Discrete Structures (3) • MATH251 - Introduction to Discrete Structures (3) Semester 2 • COSC121 - Computer Programming II (3) • ANIM122 - Animation Principles II (6) • COSC126 - Systems Analysis and Design (3) • COSC210 - Game Engine Scripting (3) Semester 3 <u>Complete all of the following:</u> • CRWR281 - Intermediate Workshop in Creative Writing-Screenwriting (3) • COSC222 - Computer Data Structures (3) • ANIM312 - 2D Asset Creation & Animation (3) • COSC480 - Project in Game Design 1 (3) <u>One of the elective courses below:</u> • COSC320 - Algorithms (3) • COSC434 - Database Administration (3) • COSC131 - Visual Programming (3) • COSC109 - Technical Aspects of Operating Systems (3) • COSC118 - Networks and Telecommunications I (3) • CMNS290 - Introduction to Video Game Studies (3) • CMNS370 - Games in Everyday Life (3) • CMNS130 - Introduction to Digital Media (3) • CMNS162 - Introduction to Visual Communication (3) • COSC304 - Introduction to Database Management Systems (3) • COSC316 - iOS Application Development (3) • COSC326 - Android Application Development (3) • COSC180 - Multimedia Computing (3) Semester 4 • CMNS219 - Communication for Video Game Designers (3) • COSC419 - Topics in Computer Science (3) • COSC481 - Project in Game Design 2 (3) • ANIM322 - 3D Asset Creation & Animation (3) • ANIM321 - Organic Modelling, Rigging & Shading Networks (3)
Graduation requirements	Successful completion of the prescribed and elective courses as listed in the program outline with a minimum graduating grade average of 60%.

BOARD OF GOVERNORS – BRIEFING NOTE

December 12, 2023
Agenda #: 4.5.3

Title	Program Revisions
Action and/or Recommendation	For Approval Recommended Motion: ***"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the following program revisions as recommended by Education Council and as presented:*** • ***Accessible Education Certificate*** • ***Accessible Education Certificate – Fundamentals*** • ***Accessible Education Certificate – Fundamentals 1*** • ***Bachelor of Computer Information Systems Degree*** • ***Early Childcare Education Certificate*** • ***Early Childcare Education Diploma*** • ***Medical Device Reprocessing Technician Certificate*** • ***Supportive Care Assistant Microcredential*** • ***Post Baccalaureate Diploma in Data Analytics and Economics."***

Meets OC's Inspire Plan…	**Values** ☒ Students First ☒ Community ☐ Respect ☐ Courage ☐ Relationships ☐ Distinction	**Responsibilities** ☐ Reconciliation ☐ EDISJ ☐ Sustainability ☐ Resilience ☐ Effective and Efficient	**Commitments** ☒ Inclusive & Equitable Access ☒ Life-long learning partnerships ☒ Integration and focus

Background Statement

In alignment with its advisory role to the Board, Education Council has reviewed and is recommending that the Board approve revisions to the following programs:

• Accessible Education Certificate
• Accessible Education Certificate – Fundamentals
• Accessible Education Certificate – Fundamentals 1
• Bachelor of Computer Information Systems Degree
• Early Childcare Education Certificate
• Early Childcare Education Diploma
• Medical Device Reprocessing Technician Certificate
• Supportive Care Assistant
• Post Baccalaureate Diploma in Data Analytics and Economics

The College and Institute Act states in section 23(1) that "An education council must advise the board, and the board must seek advice from the education council, on the development of educational policy for the following matters:

(e) cancellation of programs or courses offered by the institution or changes in the length of or hours for courses or programs offered by the institution;

(f) evaluation of programs and educational services; and

(n) criteria for awarding certificates, diplomas and degrees"

Reference Materials

- Proposals for Program Revisions

Supporting Analysis

See attached proposals for program revisions.

Alignment to the Strategic Plan Roadmap

- Increase meaningful work and purposeful lives for college graduates and alumni
- Improve student and alumni engagement
- Increase participation and success of historically and currently marginalized populations

Risk Implication & Mitigation Steps

Content Quality: Mitigated by consulting with subject matter experts who are currently working in the industry and are knowledgeable of the current trends, competencies and skills required.

Proposed and Prepared by			Jillian Garrett, Education Council Chair	

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	☒	☒	Education Council	12/7/2023 11/2/2023 10/5/2023
	☒	☒	Neil Fassina, President	12/6/2023

Okanagan College Education Council
Proposal for Program Revision
December 2023

Program Revision Summary

Name of Program:	Accessible Education Certificate
Program Outcome/Credential:	Certificate
Program Length:	10-months (one year) *Students will have a maximum of four years to complete the program.*
Proposed Revision Effective:	Winter 2024
Education Council Approval Date:	11/2/2023

Proposed Revised Program Outline

Program description:	The Accessible Education Certificate program supports students to achieve their educational and personal development goals. Students will have a maximum of four years to complete the program (under special circumstances the department will give permission for this maximum to increase).
Program revision process:	Adult Special Education is proposing changes to the College's Basic Skills Certificate - B to better align with what is happening provincially and within the community in regard to language around diverse-abilities. Changes include the removal of "Adult Special Education" (ASE) from the Admissions Committee and description of courses due to a department name change, and changing the reference for 'reading assessment' to 'literacy assessment', and changing ''BSCB'' to ''AEC'', and ''ASE courses'' to ''courses'. The program name will be updated throughout the program description, outline, and graduation requirements from Basic Skills Certificate - B to Accessible Education Certificate.
Career Outcomes and Pathways:	This program is for students who wish to work on academic skills and independent living skills. Program content includes courses which focus on literacy and numeracy, interpersonal and self-management skills, creativity and self-expression, workplace awareness, and skills for increasing independence.

Proposed Revisions:	Current	Proposed
	Note: The sections below include only information that has changed or is relevant to this decision.	
☒ **Program Name:**	Basic Skills Certificate - B (BSCB)	Accessible Education Certificate (AEC)
☒ **Admission Requirements:**	Age Requirement: Applicants must be at least 19 years of age, or be at least 18 years of age and have been out of the public school system for at least 12 months, or have a school-leaving	Age Requirement: Applicants must be at least 19 years of age, or be at least 18 years of age and have been out of the public school system for at least 12 months, or have a

Name of Program:	Accessible Education Certificate

| | | certificate. Any applicant not meeting the age requirements must be recommended for admission by a secondary school principal or counselor and be interviewed by the ASE Admissions Committee. The recommendation and interview information of the underage applicant will be referred to the Dean. The applicant will be admitted only if approved by the Dean and space is available. In cases of underage admission, continued registration and attendance is dependent on the achievement of specific educational and behavioural standards outlined in an individual performance contract.

General Requirements:

-All students must participate in an intake interview with the ASE Admissions Committee.

They must:

-Complete a reading assessment with 90% or better in accuracy and 75% or better in comprehension. | school-leaving certificate. Any applicant not meeting the age requirements must be recommended for admission by a secondary school principal or counselor and be interviewed by the Admissions Committee. The recommendation and interview information of the underage applicant will be referred to the Dean. The applicant will be admitted only if approved by the Dean and space is available. In cases of underage admission, continued registration and attendance is dependent on the achievement of specific educational and behavioural standards outlined in an individual performance contract.

General Requirements:

-All students must participate in an intake interview with the Admissions Committee.

They must:

-Complete a literacy assessment with 90% or better in accuracy and 75% or better in comprehension.
- |
☐	**Required Courses:**	*No changes*	
☐	**Graduation Requirements:**	*No changes*	
☐	**Hours:**	*No changes*	

Okanagan College Education Council
Proposal for Program Revision
December 2023

Program Revision Summary	
Name of Program:	Accessible Education Certificate - Fundamentals
Program Outcome/Credential:	Certificate
Program Length:	Students will have a maximum of four years to complete the program.
Proposed Revision Effective:	Winter 2024
Education Council Approval Date:	11/2/2023

Proposed Revised Program Outline		
Program description:	The Accessible Education Certificate - Fundamentals Program supports students in an individualized course of study to achieve their educational and personal development goals. Students will have a maximum of four years to complete the program (under special circumstances the department will give permission for this maximum to increase).	
Program revision process:	Adult Special Education is proposing changes to the College's Basic Skills Certificate (BCSA) programs to better align with what is happening provincially and within the community regarding language around diverse-abilities. Changes include the removal of "Adult Special Education" (ASE) from the Admissions Committee due to a department name change, and changing the reference for 'reading assessment' to 'literacy assessment'. The program name will be updated throughout the program description, outline, and graduation requirements from Basic Skills Certificate (BCSA) to Accessible Education Certificate Fundamentals 1 (AECF-1) to Accessible Education Certificate Fundamentals (AECF).	
Career Outcomes and Pathways:	This program focuses on basic literacy and numeracy skills, interpersonal and self-management skills, creativity and self-expression, workplace awareness, and skills for increasing independence.	
Proposed Revisions:	**Current**	**Proposed**
	Note: The sections below include only information that has changed or is relevant to this decision.	
☒ **Program Name:**	Basic Skills Certificate A- Fundamentals (BCSA-F)	Accessible Education Certificate - Fundamentals 1 (AECF)
☒ **Admission Requirements:**	*Age Requirement:* Any applicant not meeting the age requirements must be recommended for admission by a secondary school principal or counselor and be interviewed by the ASE Admissions Committee.	*Age Requirement:* Any applicant not meeting the age requirements must be recommended for admission by a secondary school principal or counselor and be interviewed by the Admissions Committee.

Program Revision Summary

Name of Program:	Accessible Education Certificate - Fundamentals	
	General Requirements: All students must participate in an intake interview with the <u>ASE</u> Admissions Committee. -Complete a <u>reading assessment</u> with 90% or better in accuracy and 75% or better in comprehension.	*General Requirements:* All students must participate in an intake interview with the <u>Admissions Committee</u>. -Complete a <u>literacy assessment</u> with 90% or better in accuracy and 75% or better in comprehension.
☐ **Hours:**	*No changes*	
☐ **Required Courses:**	*No changes*	
☐ **Graduation Requirements:**	*No changes*	

Okanagan College Education Council
Proposal for Program Revision
December 2023

Program Revision Summary	

Name of Program:	Accessible Education Certificate - Fundamentals 1
Program Outcome/Credential:	Certificate
Program Length:	10-months (one year)
Proposed Revision Effective:	Winter 2024
Education Council Approval Date:	11/2/2023

Proposed Revised Program Outline	

Program description:	The Accessible Education Certificate Fundamentals 1 Program is a 10-month program which supports students in an individualized course of study to achieve their educational and personal development goals. This program is similar to our Basic Skills A (with proposed name change to Accessible Education Certificate – Fundamentals, or AECF) taught in Kelowna; however, this is a one-year program only taught every second year in Penticton, Vernon and Salmon Arm.
Program revision process:	Adult Special Education is proposing changes to the College's Basic Skills Certificate (BCSA) programs to better align with what is happening provincially and within the community regarding language around diverse-abilities.

Changes include the removal of "Adult Special Education" (ASE) from the Admissions Committee due to a department name change, and changing the reference for 'reading and math assessment' to 'literacy and numeracy' assessment. The program name will be updated throughout the program description, program outline, admission, and graduation requirements from Basic Skills Certificate A (BCSA) to Accessible Education Certificate Fundamentals 1 (AECF-1). |
| **Career Outcomes and Pathways:** | This program is for students who wish to develop academic and independent living skills. Program content includes courses which focus on literacy and numeracy, interpersonal and self-management skills, and skills for increasing independence. |

Proposed Revisions		**Current**	**Proposed**
		Note: The sections below include only information that has changed or is relevant to this decision.	
☒	**Program Name:**	Basic Skills Certificate A - Fundamentals (BCSA or BCSA-F)	Accessible Education Certificate - Fundamentals 1 (AECF-1)
☒	**Admission Requirements:**	*Age Requirement:* Any applicant not meeting the age requirements must be recommended for admission by a secondary school principal or counselor and be interviewed by the ASE Admissions Committee.	*Age Requirement:* Any applicant not meeting the age requirements must be recommended for admission by a secondary school principal or counselor and be interviewed by the Admissions Committee.

Program Revision Summary

Name of Program:	Accessible Education Certificate - Fundamentals 1	
	General Requirements: All students must participate in an intake interview with the <u>ASE Admissions Committee</u>. All students must: - Complete a reading and math assessment	*General Requirements:* All students must participate in an intake interview with the <u>Admissions Committee</u>. All students must: - Complete <u>a literacy and numeracy assessment</u>
☐ **Hours:**	*No changes*	
☐ **Required Courses:**	*No changes*	
☐ **Graduation Requirements:**	*No changes*	

Okanagan College Education Council
Proposal for Program Revision
December 2023

Program Revision Summary	
Name of Program:	Bachelor of Computer Information Systems
Program Outcome/Credential:	Degree
Program Length:	Four years; co-op work terms may lengthen the program by one year or more.
Proposed Revision Effective:	Fall 2024
Education Council Approval Date:	10/5/2023

Proposed Revised Program Outline		
Program description:	The Bachelor of Computer Information Systems (BCIS) degree is a four-year program which includes a broad selection of computing, mathematics, business, and communications courses so graduates can function successfully in a variety of roles in the Information Technology field.	
Program revision process:	The Science and Technology department proposes changes to the first year required courses in the BCIS program. The proposed change includes removing Professional Writing I and II (CMNS 112 and CMNS 122) as options from the Bachelor of Computer Information Systems Degree and adding Technical Communication for Information Technology (CMNS 113) and Technical Writing and Communications (CMNS 123) as required courses. CMNS 112 and 113 were developed for business students, whereas CMNS 113/123 will support students in developing the technical and professional communication skills required in early Information Technology careers such as support technicians. In these courses, students will also develop resume skills and learn the citation styles preferred for the computer sciences. The course code for Networks and Telecommunications I (NTEN117) has also been updated to ICT117.	
Career Outcomes and Pathways:	The program structure allows students to concentrate on areas of computing (Software Design and Development, Database Systems and General Studies) which interest them, while ensuring all graduates have a broad knowledge of computing. With further independent study, graduates may earn industrial certification from companies such as Oracle, IBM, Cisco, or Microsoft.	
Proposed Revisions:	**Current**	**Proposed**
☒ **Required Courses:**	**Year 1** **Complete all of the following:** • COSC109 - Technical Aspects of Operating Systems (3) • COSC111 - Computer Programming I (3)	**Year 1** **Complete all of the following:** • COSC109 - Technical Aspects of Operating Systems (3) • COSC111 - Computer Programming I (3)

Name of Program:	Bachelor of Computer Information Systems

- COSC121 - Computer Programming II (3)
- COSC126 - Systems Analysis and Design (3)
- COSC131 - Visual Programming (3)

- COSC121 - Computer Programming II (3)
- COSC126 - Systems Analysis and Design (3)
- COSC131 - Visual Programming (3)

Now required courses in Year 1:
- CMNS113 - Technical Communication for Information Technology (3)
- CMNS123 - Analysis and Reporting for Information Technology (3)

And complete either of the following courses:
- COSC118 - Networks and Telecommunications I (3)
- ~~NTEN117~~ - Networks and Telecommunications I (3)

BCIS students: Please register in COSC 118 (not ~~NTEN~~117)

And complete either of the following courses:
- COSC118 - Networks and Telecommunications I (3)
- ICT117 - Networks and Telecommunications I (3)

BCIS students: Please register in COSC 118 (not ICT 117)

Complete one of these combinations of (two courses). CMNS 113 and CMNS 123 courses are preferred:

Either both of the two following courses:
- CMNS113 - Technical Communication for Information Technology (3)
- CMNS123 - Analysis and Reporting for Information Technology (3)

Now required courses in Year 1

~~**Or both of the two following courses:**~~
- ~~CMNS112 - Professional Writing I (3)~~
- ~~CMNS122 - Professional Writing II (3)~~

Addition to program:
Alternative Communications and English courses from other programs and accredited post-secondary institutions for transfer students will be considered on a case-by-case basis.

☐	**Hours:**	*No changes*
☐	**Admission Requirements:**	*No changes*
☐	**Graduation Requirements:**	*No changes*

Okanagan College Education Council
Proposal for Program Revision
December 2023

<table>
<tr><td colspan="2" align="center">Program Revision Summary</td></tr>
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Name of Program:	Early Childhood Education Certificate
Program Outcome/Credential:	Certificate
Program Length:	Three semesters over 11 months (including practicums)
Proposed Revision Effective:	Winter 2024
Education Council Approval Date:	12/7/2023

<table>
<tr><td colspan="2" align="center">Proposed Revised Program Outline</td></tr>
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Program description:	The Early Childhood Education (ECE) Certificate program prepares students to work with young children in a variety of early learning and care environments. Content areas include professionalism and practice, personal and interpersonal relationships, child development and planning programs, guidance, administration, and extensive practical application. The curriculum focuses on the interactive role of the early childhood educator with children, their families, and the community.
Program revision process:	The Early Childhood Education department is proposing a reduction of the English 12 admission criteria to align with industry and similar programming at OC. OC Early Childhood Education Certificate English requirements were compared to all other OC Diplomas, BC high school grading standards, and other post-secondary institutions that offer Early Childhood Education credentials. The Early Childhood Education department is also updating the other admission criteria and language to reflect today's practice.

The program description has been updated to reflect today's terminology, government branches (this shift of MCFD to Ministry of Education and Child Care), and to provide the correct link for Early Childhood Education BC Registry. |
| **Career Outcomes and Pathways:** | Students will acquire the knowledge, skills and attitudes necessary to work with children, families and the community in planning enriched programs in daycares, preschools and other early childhood initiatives that focus upon healthy development throughout the early years.

Successful completion of this three-semester program satisfies the ECE Registry training requirements for a Certificate to Practice as an Early Childhood Educator (Basic).

Students who complete the certificate program, may apply for admission into the Early Childhood Education Diploma program and complete the remaining courses in Semesters 3 and 4 and specific practicum(s) to apply for Early Childhood |

Name of Program:	Early Childhood Education Certificate
	Education Registry Specialized Certificates as an Infant Toddler Educator (ITE) and/or Special Needs Early Childhood Educator (SNE).

Proposed Revisions:	Current	Proposed
	Note: The sections below include only information that has changed or is relevant to this decision.	
☒ **Admission Requirements:**	**Academic Admission Requirements** • B.C. secondary school graduation, or equivalent, or 19 years of age and out of secondary school for one year as of the first day of classes. • English 12 with minimum <u>67%</u> or alternatives. **General Requirements** • *Applicants must provide evidence of successful completion of a first aid course on the list accepted by the Early Childhood Educator Registry no more than twelve months prior to admission. See "The Early Childhood Educator in BC" Schedule C. It is recommended that students complete a Childsafe course before admission. (Note: certification must be maintained throughout the program. Current certification in a first aid course approved by the registry is required for licensure.* • *A scheduled mandatory meeting with Early Childhood Education staff (normally conducted in March), to provide an opportunity for the applicant to discuss their experience in the field, to clarify information submitted by the applicant and to provide counselling on entry into the program. Applicants are requested to attend an orientation session during the year before their scheduled meeting. This orientation session will provide information and answer any questions students may have about the Early Childhood program.*	**Academic Admission Requirements** • B.C. secondary school graduation, or equivalent, or 19 years of age and out of secondary school for one year as of the first day of classes. • English 12 with minimum 60% or alternatives. **General Requirements** <u>Updated:</u> • Valid First Aid Certificate that meets the BC Child Care Licensing Regulation (Schedule C) for the duration of the program. <u>Updated:</u> • Completion of the ECE Program Information and Student Questionnaire Form. Instructions will be sent to applicants by Admissions to complete this form.

Name of Program:	Early Childhood Education Certificate

• All applicants are strongly advised to ensure their immunization status is current. *Vaccination for hepatitis B is recommended.*	**Other notes and recommendations:** *Updated:* • All applicants are strongly advised to ensure their immunization status is current for work in child care settings. Some childcare organizations may ask for proof of immunization records as a requirement for a practicum placement.
A scheduled mandatory meeting with Early Childhood Education staff (normally conducted in March), to provide an opportunity for the applicant to discuss their experience in the field, to clarify information submitted by the applicant and to provide counselling on entry into the program. Applicants are requested to attend an orientation session during the year before their scheduled meeting. This orientation session will provide information and answer any questions students may have about the Early Childhood program.	*Removed*
A scheduled mandatory meeting with Early Childhood Education staff (normally conducted in March), to provide an opportunity for the applicant to discuss their experience in the field, to clarify information submitted by the applicant and to provide counselling on entry into the program. Applicants are requested to attend an orientation session during the year before their scheduled meeting. This orientation session will provide information and answer any questions students may have about the Early Childhood program.	*Removed*
It is recommended that students complete the following senior secondary courses before entering the program: Human Service 11 and 12, and Family Management 11 and 12.	*Removed*
Students in this program engage actively in laboratory practice, acting both as patient/client and as caregiver in simulated situations.	*Updated:* All applicants are asked to review the Health and Social Development Requisite Skills and Abilities Checklist and

Name of Program:	Early Childhood Education Certificate

Notwithstanding all specific program prerequisites, Okanagan College reserves the right to deny admission to any applicant when, in the opinion of Okanagan College, there is sufficient and substantiated evidence, medical or otherwise, to conclude that by granting admission Okanagan College would jeopardize the safety of clients under student care or would otherwise be negligent in providing for the safety and well-being of clients, agency staff or other students.

will be asked to submit this form to the department at the start of the program. Students in this program engage actively in practical skills development in simulated situations and will participate in practicum placements that require the safe care of vulnerable children.

- *Failure to submit all required documentation by a specified deadline may result in denial of admission.*

Removed

Addition:
- Students will be responsible for costs of travel to off-site facilities for scheduled field-trips, observation assignments and practicum placements.

- Students entering into the Early Childhood Education program should review Okanagan College policy information on clinical, practicum and external placements.

☐ **Hours:**   *No changes*

☐ **Required Courses:**   *No changes*

☐ **Graduation Requirements:**   *No changes*

☐ **Other:**   *No changes*

Program Revision Summary

Name of Program:	Early Childhood Education Diploma
Program Outcome/Credential:	Diploma
Program Length:	Four semesters over two years
Proposed Revision Effective:	Winter 2024
Education Council Approval Date:	12/7/2023

Proposed Revised Program Outline

Program description:	The Early Childhood Education (ECE) Diploma program focuses on the collaborative skills of the early childhood educator and responsive relationships with children, their families, and the community. The program includes a balance of classroom theory, experiential learning, pedagogical documentation, and reflective practice assignments. Each semester, students complete practice education in local childcare and early learning centers.
Program revision process:	The Early Childhood Education (ECE) department is proposing a reduction of the English 12 admission criteria to align with industry and similar programming at OC. OC Early Childhood Education Diploma English requirements were compared to all other OC Diplomas , BC high school grading standards , and other post-secondary institutions that offer Early Childhood Education credentials. The Early Childhood Education department is also updating the other admission criteria and language to reflect today's practice. The program description has been updated to reflect today's terminology, government branches (this shift of MCFD to Ministry of Education and Child Care), and to provide the correct link for Early Childhood Education BC Registry.
Career Outcomes and Pathways:	The Early Childhood Education Diploma program prepares students as early childhood educators to work in a variety of environments for the care and education of young children. Graduates of this diploma program will meet the requirements of the British Columbia Early Childhood Educator Registry for achieving certification as an Early Childhood Educator, as well as a Special Needs Educator. Upon the completion of the additional ECDE239 - Practicum for Infant Toddler Specialty, requirements for certification as an Infant/Toddler Educator will also be met. Graduates of a Diploma in Early Childhood Education may apply for block transfer credit to continue into degree programming at other B.C. post-secondary institutions where established agreements are in place.

Proposed Revisions:	Current	Proposed
	Note: The sections below include only information that has changed or is relevant to this decision.	
☒ **Admission Requirements:**	**Academic Admission Requirements** • B.C. secondary school graduation, or equivalent, or 19 years of age and out of secondary school for one year as of the first day of classes. • English 12 with minimum <u>67%</u> or alternatives.	**Academic Admission Requirements** • B.C. secondary school graduation, or equivalent, or 19 years of age and out of secondary school for one year as of the first day of classes. • English 12 with minimum 60% or alternatives.
	General Requirements • *Applicants must provide evidence of successful completion of a first aid course on the list accepted by the Early Childhood Educator Registry no more than twelve months prior to admission. See "The Early Childhood Educator in BC" Schedule C. It is recommended that students complete a Childsafe course before admission. (Note: certification must be maintained throughout the program. Current certification in a first aid course approved by the registry is required for licensure.*	**General Requirements** *Updated:* • Valid First Aid Certificate that meets the BC Child Care Licensing Regulation (Schedule C) for the duration of the program.
	• *A scheduled mandatory meeting with Early Childhood Education staff (normally conducted in March), to provide an opportunity for the applicant to discuss their experience in the field, to clarify information submitted by the applicant and to provide counselling on entry into the program. Applicants are requested to attend an orientation session during the year before their scheduled meeting. This orientation session will provide information and answer any questions students may have about the Early Childhood program.*	*Updated:* • Completion of the ECE Program Information and Student Questionnaire Form. Instructions will be sent to applicants by Admissions to complete this form.
		Other notes and recommendations: *Updated:*

• All applicants are strongly advised to ensure their immunization status is current. *Vaccination for hepatitis B is recommended.*	• All applicants are strongly advised to ensure their immunization status is current for work in child care settings. Some childcare organizations may ask for proof of immunization records as a requirement for a practicum placement.
A scheduled mandatory meeting with Early Childhood Education staff (normally conducted in March), to provide an opportunity for the applicant to discuss their experience in the field, to clarify information submitted by the applicant and to provide counselling on entry into the program. Applicants are requested to attend an orientation session during the year before their scheduled meeting. This orientation session will provide information and answer any questions students may have about the Early Childhood program.	*Removed*
A scheduled mandatory meeting with Early Childhood Education staff (normally conducted in March), to provide an opportunity for the applicant to discuss their experience in the field, to clarify information submitted by the applicant and to provide counselling on entry into the program. Applicants are requested to attend an orientation session during the year before their scheduled meeting. This orientation session will provide information and answer any questions students may have about the Early Childhood program.	*Removed*
It is recommended that students complete the following senior secondary courses before entering the program: Human Service 11 and 12, and Family Management 11 and 12.	*Removed*
Students in this program engage actively in laboratory practice, acting both as patient/client and as	*Updated:* All applicants are asked to review the Health and Social Development

caregiver in simulated situations. Notwithstanding all specific program prerequisites, Okanagan College reserves the right to deny admission to any applicant when, in the opinion of Okanagan College, there is sufficient and substantiated evidence, medical or otherwise, to conclude that by granting admission Okanagan College would jeopardize the safety of clients under student care or would otherwise be negligent in providing for the safety and well-being of clients, agency staff or other students.

- *Failure to submit all required documentation by a specified deadline may result in denial of admission.*

Requisite Skills and Abilities Checklist and will be asked to submit this form to the department at the start of the program. Students in this program engage actively in practical skills development in simulated situations and will participate in practicum placements that require the safe care of vulnerable children.

Removed

Addition:
- Students will be responsible for costs of travel to off-site facilities for scheduled field-trips, observation assignments and practicum placements.

- Students entering into the Early Childhood Education program should review Okanagan College policy information on clinical, practicum and external placements.

☐ **Hours:** *No changes*

☐ **Required Courses:** *No changes*

☐ **Graduation Requirements:** *No changes*

☐ **Other:** *No changes*

Okanagan College Education Council
Proposal for Program Revision
December 2023

Program Revision Summary	

Name of Program:	Medical Device Reprocessing Technician Certificate
Program Outcome/Credential:	Certificate
Program Length:	814 hours
Proposed Revision Effective:	Winter 2024
Education Council Approval Date:	12/7/2023

Proposed Revised Program Outline	

Program description:	The Medical Device Reprocessing Technician Certificate provides students with the knowledge and practical skills required for a career as a Medical Device Reprocessing Technician (MDRT).
	The program includes theory, demonstrations, practical skill training in the classroom, and a 400-hour supervised practicum at accredited facilities. Topics include decontamination, cleaning, processing, assembly, sterilization, storage, and distribution of surgical instruments and medical devices within a quality assurance framework. Students will learn and demonstrate the handling and packaging of over 100 basic surgical instruments.
Program revision process:	Continuing Studies & Corporate Training is requesting the removal or revision of several admission requirements for the Medical Device Reprocessing (MEDR) Technician Certificate. Consultation and research show that four admission requirements are obsolete, and three require updating. These include updates to the physical job-related functions that a MEDR Technician must perform, requirements for immunization and vaccination requirements, and changes to the tuberculosis test requirements. Previous CPR, First Aid and colour blindness , and the orientation session admission requirements are now obsolete.
	Through these changes, Continuing Studies & Corporate Training hopes to make the admission requirements student-centred and aligned with other programs offered by OC's Health and Social Development department and other public post-secondary institutions.
Career Outcomes and Pathways:	Graduates of the Okanagan College Medical Device Reprocessing Technician Certificate are qualified to write the Canadian Standards Association Certified Medical Device Reprocessing Technician Personnel certification exam as well as an international certifying agency exam, the International Association of Healthcare Central Service Material management (IAHCSMM).

Name of Program:	Medical Device Reprocessing Technician Certificate

Proposed Revisions:	**Current**	**Proposed**
	Note: The sections below include only information that has changed or is relevant to this decision.	
☒ **Admission Requirements:**	• *Applicants must undergo a medical screening to determine any pre-existing medical conditions that could be compromised by working in this field.*	<u>Updated</u>: • Applicants must have an absence of health problems that affect their ability to lift, stand for long periods or perform repetitive movements. Applicants should also have the absence of allergies to substances on the skin and be able to wear gloves and other PPE for extended periods. A self-declaration form will be provided.
	• *CPR Level C no more than 12 months before admission* • *One of Occupational First Aid Level 1 or Standard First Aid no more than 12 months before admission* • *Evidence of an Ishihara colour test that indicates no colour blindness*	*Obsolete - sections deleted*

	• *Up-to-date Immunization Record based on vaccinations listed below (prior to starting MEDR 119 - Practicum). Please provide a photocopy of your completed immunization record; this record will be kept in your student file. Applicants are advised that, if they choose not to complete this recommended immunization schedule, any outbreak of an infectious disease can have serious implications for their practice experience because of a requirement by the Health Authority that all those not immunized remain outside of the practice area.*
	  ○ *Tetanus and Diphtheria Toxoid (Td) - Booster doses of Td are recommended every 10 years, or as a minimum at least once during adult life.*
	  ○ *Measles Vaccine - If born between 1957 and 1970, you should have proof of two live measles vaccinations, documentation of physician-diagnosed measles or laboratory evidence of immunity. If you already received one dose of measles vaccine, a second dose of vaccine is recommended and is*
		<u>Updated</u>
		• Applicants must provide proof that they meet current immunization/ vaccination schedules as per health care organization policies/guidelines or have a signed vaccination exemption form (except TB). Details will be provided.
		Applicants are advised that if they are unable to provide proof of immunization or immunity, they may be restricted or even excluded from practice settings based on the Health Facility or Health Authority policies and procedures for non-immunized students.

Name of Program:	Medical Device Reprocessing Technician Certificate

given as a Measles Mumps (MMR) vaccine.

- o *Polio Vaccine - Primary immunization with inactivated poliomyelitis vaccine (IPV) is indicated for all who have not had a primary course of poliovirus vaccine (OPV or IPV). If you have not been given a full primary course, you should have the series completed with IPV regardless of the interval since the last dose. Booster doses of IPV are not required in Canada.*
- o *Rubella Vaccine - If you do not have documented immunity as described above under Measles, you should be vaccinated with MMR, unless there are contraindications.*
- o *Hepatitis B Vaccine - Recommended because of potential exposure to blood or body fluids, as well as increased risk of penetrating injuries.*
- o *Varicella Vaccine - Indicated for those who do not have either reliable history of disease or serologic evidence of immunity.*
- o *Influenza (Flu) Immunization - Annual influenza immunization is recommended.*
- o *A vaccination for Hepatitis B (completed prior to starting MEDR 119 - Practicum)*

• *Applicants must attend an orientation session.*	*Obsolete - section deleted.*
• *Evidence of a negative tuberculin skin test (no more than 6 months before admission).*	<u>*Updated*</u> • Negative TB skin test or chest x-ray no more than 6 months before the start of the program or adequate follow-up in the case of a positive test.

☐	**Hours:**	*No changes*
☐	**Required Courses:**	*No changes*
☐	**Graduation Requirements:**	*No changes*
☐	**Other:**	*No changes*

Program Revision Summary	
Name of Program:	Supportive Care Assistant
Program Outcome/Credential:	Microcredential
Program Length:	190 hours
Proposed Revision Effective:	Winter 2024
Education Council Approval Date:	12/7/2023

Proposed Revised Program Outline	
Program description:	The Supportive Care Assistant Micro-credential is designed to rapidly train new workers for the long-term care sector. Supportive Care Assistants work within health care teams to support clients. Learners complete six weeks of training followed by a paid non-clinical work experience placement.
Program revision process:	A change is requested to the practicum and total hours for the Supportive Care Assistant Micro-Credential. The originally proposed 280-hour practicum aligned with the pilot project funded by Colleges and Institutes Canada (CICan) which has now concluded. However, consultation with external employers and subject matter experts indicated that a 280-hour practicum was too long. With staffing shortages, employers are not able to provide adequate supervision for that length of time. Further consultation determined that a 90-hour (or a three-week) practicum would provide sufficient time for learners to complete the learning outcomes required in this non-clinical practicum. This also aligns with BC's Micro-credential Framework which sets a maximum of 288 hours.
Career Outcomes and Pathways:	The program allows learners to discover a new career, gain work experience and make a difference in their community. In their placements, learners perform non-clinical activities to support those working and those living in long-term care.

Proposed Revisions:		**Current**	**Proposed**
☒	**Hours:**	380 hours program 280-hour practicum	190 hours program 90-hour practicum
☐	**Admission Requirements:**	*No changes*	
☐	**Required Courses:**	*No changes*	
☐	**Graduation Requirements:**	*No changes*	

Okanagan College Education Council
Proposal for Program Revision
December 2023

<table>
<tr><th colspan="2" style="text-align:center">Program Revision Summary</th></tr>
</table>

Name of Program:	Post Baccalaureate Diploma in Data Analytics and Economics
Program Outcome/Credential:	Post-Baccalaureate Diploma
Program Length:	Two years
Proposed Revision Effective:	Winter 2024
Education Council Approval Date:	10/5/2023

<table>
<tr><th colspan="2" style="text-align:center">Proposed Revised Program Outline</th></tr>
</table>

Program description:	Students of the Post-Baccalaureate Diploma in Data Analytics and Economics will receive thorough training in statistics and data science. Year one of this program sets the mathematical, statistical, and economic foundation for higher-level learning in the economics and data science areas. In year two, students build on and apply these foundational skills to a diverse set of areas. While many of the applications have an economic focus, the mathematical, statistical, and data science concepts learned are universally applicable to a wide range of disciplines.
Program revision process:	Applied Statistics II (STAT 240) has been retired and replaced with Mathematics for Machine Learning (DSCI 420). The Mathematics & Statistics department is proposing updating the required courses in the program to reflect this change.
Career Outcomes and Pathways:	This unique two-year post-baccalaureate diploma (60 credit/20 course) is aimed at students with a bachelor's degree in any science, arts, business, nursing, or management program who wish to pursue a career in Data Analytics and Economics.

Proposed Revisions:	Current	Proposed
☒ **Required Courses:**	Complete all of the following • DSCI300 – Data Wrangling and Visualization (3) • DSCI310 – Mathematics Computation (3) • STAT230 – Elementary Applied Statistics (3) • ECON115 – Principles of Microeconomics (3) • ECON125 – Principles of Macroeconomics (3)	Complete all of the following • DSCI300 – Data Wrangling and Visualization (3) • DSCI310 – Mathematics Computation (3) • STAT230 – Elementary Applied Statistics (3) • ECON115 – Principles of Microeconomics (3) • ECON125 – Principles of Macroeconomics (3)

Name of Program:	Post Baccalaureate Diploma in Data Analytics and Economics

• MATH314 – Calculus and Linear Algebra with Business Applications (3)	• MATH314 – Calculus and Linear Algebra with Business Applications (3)
• DSCI400 – Machine Learning I (3)	• DSCI400 - Machine Learning I (3)
	Course replaced:
• *STAT240 – Applied Statistics II (3)*	• DSCI420 - Mathematics for Machine Learning (3)
• ECON201 – Intermediate Microeconomic Analysis (3)	• ECON201 - Intermediate Microeconomic Analysis (3)
• ECON202 – Intermediate Macroeconomic Analysis (3)	• ECON202 - Intermediate Macroeconomic Analysis (3)
• DSCI401 – Machine Learning II (3)	• DSCI401 - Machine Learning II (3)
• STAT310 – Regression Analysis (3)	• STAT310 - Regression Analysis (3)
• ECON251 – Economic Data: Prediction, Analysis and Presentation (3)	• ECON251 - Economic Data: Prediction, Analysis and Presentation (3)
• STAT443 – Time Series Analysis and Forecasting (3)	• STAT443 - Time Series Analysis and Forecasting (3)
• STAT311 – Modern Statistical Methods (3)	• STAT311 - Modern Statistical Methods (3)
• ECON231 – Introduction to Behavioural Economics (3)	• ECON231 - Introduction to Behavioural Economics (3)
• DSCI491 – Data Science Research Project (3)	• DSCI491 - Data Science Research Project (3)
• Any 200, 300 or 400 level ECON course.	• Any 200, 300 or 400 level ECON course.
• Any 2 electives selected from Okanagan College university transferrable courses.	• Any 2 electives selected from Okanagan College university transferrable courses.

☐	**Hours:**	*No changes*
☐	**Admission Requirements:**	*No changes*
☐	**Graduation Requirements:**	*No changes*
☐	**Other:**	*No changes*

BOARD OF GOVERNORS – BRIEFING NOTE

December 12, 2023
Agenda #: 4.5.4

Title	Academic Schedule Variances
Action and/or Recommendation	For Approval Recommended Motions: ***"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the 2023 – 24 Academic Schedule Policy Variance as recommended by Education Council and as presented."*** ***"BE IT RESOLVED THAT the Okanagan College Board of Governors approves the 2024 – 25 Academic Schedule Policy Variance as recommended by Education Council and as presented."***

Meets OC's Inspire Plan…	**Values** ☒ Students First ☐ Community ☐ Respect ☐ Courage ☐ Relationships ☐ Distinction	**Responsibilities** ☐ Reconciliation ☐ EDISJ ☐ Sustainability ☐ Resilience ☒ Effective and Efficient	**Commitments** ☐ Inclusive & Equitable Access ☐ Life-long learning partnerships ☐ Integration and focus

Background Statement

In its advisory role to the Board, and as noted in the College and Institute Act s23(1)(h), the Education Council must seek advice from the Board on setting of the academic schedule.

Based on previous practice and in accordance with the College's Academic Schedule Policy, Education Council recommends a variances to the 2023-24 and 2024-25 academic schedules as follows:

Fall 2023/24
- Add an additional instructional day on Friday, December 8 to accommodate Truth and Reconciliation Statutory Holiday which decreased the number of instructional days under the policy when it was observed on Monday, October 2.

Fall 2024/25
- Recognize Monday, September 30, 2024 on the academic schedule as a Statutory Holiday for Truth and Reconciliation Day.
- Add an optional day of classes on Monday, December 9, 2024 to increase the number of instructional Mondays under the policy. Change the final exam period to be two days after December 9, 2024, if required.

Reference Materials

- Proposed Schedule Variances for 2023-24 and 2024-25

Supporting Analysis

See attached proposed variances to the 2023-24 and 2024-25 academic schedules under the Academic Schedule Policy. The proposed schedule will allow students to meet the requirements for successful program completion.

Alignment to the Strategic Plan Roadmap

Student-First approach, student success and engagement. The proposed schedules will allow students to receive the appropriate amount of instruction to meet course learning outcomes and successfully complete their programs.

Risk Implication & Mitigation Steps

Instruction time. The proposed adjustments to the schedules could impact the total days for classroom learning. This Registrar has ensured that students will not suffer a decrease in instruction time due to the adjusted schedules.

Proposed and Prepared by			Jillian Garrett, Education Council Chair	
Consultation History	**Reviewed**	**Recommended**	**Group/Individual, Title**	**Date**
	☒	☒	Education Council	10/5/2023
	☒	☒	Neil Fassina, President	12/6/2023
	☐	☐		Select a date.
	☐	☐		Select a date.
	☐	☐		Select a date.

Okanagan College Education Council
Proposal for Academic Schedule Policy Variances
December 2023

2023/24 Academic Schedule Policy Variance

Proposed Variance to Fall 2023/24 Schedule:

Education Council proposes that the Fall 2023 academic schedule is extended by one day so that instructional activity that would have been held on Monday, October 2 can be rescheduled, if needed, to Friday, December 8, 2023. The proposed variance would add one instructional Monday due to the Truth and Reconciliation Statutory Holiday falling on Saturday, September 30 and being observed on Monday, October 2.

Fall 2023/24 Schedule			
Description/Activity	**Applying the Policy**	**Proposed Variance**	**Note**
College-wide orientation	Thu, Dec 7	Fri, Dec 8	Additional instructional day for Truth and Reconciliation Statutory Holiday observed on Monday, October 2

2024/25 Academic Schedule Policy Variance

Proposed Variance to Fall 2024/25 Schedule:

Applying the academic schedule policy, the Fall 2024 schedule would have the following key dates. Adding Truth and Reconciliation Day as a Statutory Holiday in 2024 is a variance from the policy.

An issue for the Fall 2024 schedule is the number of instructional Mondays available. A proposed variance to address this issue is to provide an optional Monday class on December 9, 2024, with the understanding that the final exam will not be scheduled within two days of the last class, as per the exam policy.

Fall 2024 Schedule			
Description/Activity	**Applying the Policy**	**Proposed Variance**	**Note**
College-wide orientation	Tues, Sep 3		
Classes begin	Wed, Sep 4		
Last day to register for a course this term	Fri, Sep 13		
Last day for a refund of tuition fees for course drop	Fri, Sep 13		
Last day to drop without a withdrawal on student record	Fri, Sep 13		
Truth and Reconciliation Day	Mon, Sep 30	Mon, Sep 30	This Statutory Holiday will be addressed in a future policy update.
Thanksgiving	Mon, Oct 14		

Fall 2024 Schedule			
Description/Activity	**Applying the Policy**	**Proposed Variance**	**Note**
Remembrance Day	Mon, Nov 11		
Last day of classes	Fri, Dec 6	or Mon, Dec 9	Optional day of classes to increase the number of instructional Mondays.
Final exam period	Tue, Dec 10 – Fri, Dec 20	or Wed, Dec 11 - Dec 20	Final exams will be scheduled two days after the last day of classes.
Grades due	Tue, Dec 23		
Number of Instructional Days	*Mon, Tues, Wed, Thurs, Fri - 13 days each (65 total)*		

BOARD OF GOVERNORS – BRIEFING NOTE

December 12, 2023

Agenda #: 5.1

Title	Indigenous Framework
Action and/or Recommendation	For Discussion/Advice That the Board of Governors provide feedback regarding the penultimate version of the Indigenous OC Plan.

Meets OC's Inspire Plan...	**Values** ☐ Students First ☒ Community ☒ Respect ☒ Courage ☒ Relationships ☒ Distinction	**Responsibilities** ☒ Reconciliation ☐ EDISJ ☐ Sustainability ☒ Resilience ☒ Effective and Efficient	**Commitments** ☐ Inclusive & Equitable Access ☒ Life-long learning partnerships ☒ Integration and focus

Background Statement

A 2023/24 Inspire Roadmap Achievement is the Confirmation of the Indigenous OC Plan with timelines and measures of success. Attached for the Board's review and consideration is the final version of the Indigenous OC Plan.

Reference Materials

- Indigenous OC Plan

Supporting Analysis

A 2023/24 Inspire Roadmap Achievement is the Confirmation of the Indigenous OC Plan with timelines and measures of success. Attached for The Board's review, consideration, and feedback is the pen-ultimate version of the Indigenous OC plan.

Okanagan College has been making progress toward the incorporation of Indigenous World Views at the College since its inception in 2005. As the College has continued development as an independent institution it is now at a stage which requires a renewed effort, attention, and commitment to be made to the continuation of the College's journey toward Indigenous OC.

In 2016, Okanagan College struck an Indigenization Taskforce. The initial mandate of the Taskforce was to develop an Indigenization plan that identifies and recommends how Okanagan College can better engage with, and learn from, the indigenous communities we serve. In June 2019, Okanagan College presented to the Board of Governors an approach to finalize a plan before the end of 2019. Regrettably, this deliverable was not achieved at the time.

During the development process for the Inspire plan, the following observations and recommendations were made.

> OC has discussed the development of an Indigenization plan for multiple years. The College, however, already had numerous goals related to the normalization of Indigenous world views stated in the public domain. Viewed differently, the College already has the foundational components of a plan. These components need to be organized into a formal plan. Stemming

from this observation, the intention was to align the College's goals to the Calls to Action in the Truth and Reconciliation Commission report, and then identify and address any clear and apparent gaps. Furthermore, there was the goal to align the College's goals to convey higher level messaging and commitments. Through this process, the goal was to limit the addition of further goals unless specifically identified through discussion with Indigenous Communities.

With goals listed publicly, there was no structure to how the goals were organized thematically. As a result, there was a need to identify an overall structure to present the Indigenous OC goals.

Many of OC's goals had not been validated by discussions with Indigenous communities. As a result, we need to continue validating our goals through discussions with Indigenous communities.

Of the OC goals that were in the public domain, they were all weighted equal value. As a result, there was not mechanism to prioritize those goals. In part, the goals needed to be prioritized and time oriented to focus the College's attention and resources. Moreover, the College needs to identify and implement as appropriate, mechanisms to further coordinate the College's activities toward our goals.

Finally, the College needs to identify, and implement as appropriate, mechanisms to further report on the College's progress toward its goals. Finally, progress toward our goals has been limited, in part, because they have been under-resourced or not resourced at all in terms of time and financial resources. With prioritized goals in hand, the College needs to integrate resources during the integrated resource planning process.

The Board will note that the attached plan achieves a series of these observations and recommendations. Specifically, members will note that the plan:

a) Includes goals previously stated publicly by the College either directly or after some language adaptations.

b) Uses language that has been level set to be consistent with future direction rather than operational tactics.

c) Aligns strategies to the TRC Calls to Action and UNDRIP.

d) Has been organized into a four pillars model to symbolize a pit house design. Members will see further details of the purpose behind this in the introduction section of the plan.

e) Will have resources (albeit, small) to support some initial work toward achieving the plan.

Based on this structure, members will note that additional observations and recommendations have not been met yet. A description of how these will be met are described below:

Prioritization of Goals. Consistent with the design of the Inspire plan, the Indigenous OC plan has been broken into two distinct sections – Strategy and Roadmap. The section presented to the Board for discussion is the strategy section. Work is currently underway to develop the roadmap and associated deliverable dates to demonstrate the prioritization of activities at the College.

Coordinate activities. Three primary actions will support the coordination of the College's activities related to Indigenous OC.

1. The first was the alignment of the Indigenous Student Services team to the portfolio leadership of the Director of Indigenous Relations and Reconciliation.

2. The second will be the initiation of the Indigenous and Indigenous-Ally Assembly.

3. The third action is the coordination and development of additional regional Indigenous Advisory groups in the region.

The second and third actions will be forthcoming this year.

Validation of Indigenous OC Plan. The intention of this version of the Indigenous OC Plan is to enable and empower the Director of Indigenous Relations and Reconciliation to engage more formally with Indigenous Communities. To that end, the current version of the Indigenous OC Plan is to be considered dynamic and amenable as these consultations take place. Members will note that the current version is in word format. The design process to create a vibrant version has been initiated.

Alignment to the Strategic Plan Roadmap

2023/24 Inspire Roadmap Achievement - Confirmation of the Indigenous OC Plan

Risk Implication & Mitigation Steps

Reputational. Without identified and prioritized goals related to Indigenous OC, the College risks reputational damage from Indigenous Communities for not moving key deliverables related to the goal forward.

Proposed and Prepared by			Rhea Dupuis, Director, Indigenous Relations Neil Fassina, President	
Consultation History	**Reviewed**	**Recommended**	**Group/Individual, Title**	**Date**
	☒	☒	OC Leadership Council	10/26/2023
	☐	☐		Select a date.
	☐	☐		Select a date.
	☐	☐		Select a date.
	☐	☐		Select a date.

Okanagan College Indigenous Strategic Framework
DRAFT
September 28, 2023

The Importance of Place

Places tell stories and our connection to the land and water is integral to help us survive. History and the stories of the Syilx Okanagan, Secwepemc, Ktunaxa, and Sinixt peoples teach us how to understand the living land and co-exist together. (Coyote) stories and his travels are a record of the natural laws. Teaching future generations how to become a part of it is how we survive, thrive, and continue the learning journey. Honouring Traditional Knowledge, stories, teachings, and the land helps us to connect, respect, and build awareness of our surroundings. We all have a responsibility to care for and be responsible to the land and places in which we work, study, live, and play. Indigenous ways of being and knowing teach us about reciprocity, importance of building relationships, embracing different perspectives, and implementing a holistic framework to help guide us in educational processes and in our learning environment at Okanagan College.

In recognizing the importance of place, we offer the following acknowledgement of the land on which our campuses are located.

Acknowledgement. Okanagan College respectfully acknowledges and is honoured to be residing on the traditional and unceded territories of the Syilx Okanagan, Secwepemc, Ktunaxa, and Sinixt peoples.

"Welcoming the fact that Indigenous peoples are organizing themselves for political,economic,social and cultural enhancement and in order to bring to an end all forms of discrimination and oppression whereever they occur" (UNDRIP- the General Assembly – Truth and Reconciliation)

Four Pillars Model of Indigenization. The 4 Pillars model of Indigenization at Okanagan College represents a traditional Q'wc'i?, C7iskten (Pit House) that encompass Indigenous Principles, ways of being, and ways of knowing. The 4 Pillars Model depicts the strength of many coming together as one. The Q'wc'i?, C7iskten framework reflects how Okanagan College is a house of learning for all to come and gather, connect, explore opportunites for growth, life long learning, inspire and empower individuals and communities, contibute to positive change, and transform lives.

The Pillars represent the four priorities areas to articulate commitment and vision of Okanagan College in its ongoing work of Indigenization. Each Pillar has equal weight of importance in order to to hold up the overarching roof that represents community. Each pillar has four goals. Each pillar and goal has been developed in accordance with the Truth and Reconciliation Commision's of Canada: Calls to Action, the United Nations Declaration of Indigenous Peoples, and the final report of the Murdered and Missing Indigenous Women and Girls report. Okanagan College respects that Indigenization and Reconciliation is an ongoing process of collaboration, consultation, planning towards action, and as such, our goals will evolve and change as we walk the journey toward reconcilation, together.

FOUR PILLARS OF INDIGENIZATION AT OKANAGAN COLLEGE

PILLAR 1: CURRICULUM DEVELOPMENT & PROGRAMMING

Knowledge. Be a college where all students, staff, faculty, and visitors can recognize and appreciate Indigenous history and the fundamental contribution of Indigenous knowledge and relationships to the College. Be a College where Indigenous knowledge, languages, and cultures are respected and are valued elements of the College's culture grounded in an urgency to embed them in all elements of the College.

Language & Culture. Create opportunities for students, employees, and visitors to enhance individual and collective knowledge about Indigenous Cultural Protocols, Land Acknowledgement, Indigenous

Okanagan College Indigenous Strategic Framework
DRAFT
September 28, 2023

history and culture, and language that is inclusive of the traditional and unceded territories on which Okanagan College delivers services.

Programs & Courses. Working with Indigenous community focus groups, Mentors, and Knowledge Keepers, develop culturally appropriate curricula inclusive of Indigenous language that transform learning into a collaborative process which enriches and promotes healing, sense of belonging, identity, embraces diversity, and improves education attainment levels and success rates. Weave trauma informed teaching and learning practices into college program and course development.

Experiential & Land Based Learning. Work with Elders and Knowledge keepers to engage OC students and employees in land-based learning experiences and protocols of the local Indigenous Peoples of the Syilx Okanagan and Secwepemc Territory.

Alignment of Pillar 1

TRC Calls to Action #7 - To develop with Indigenous groups a joint strategy to eliminate educational and employment gaps between Indigenous and non-Indigenous Canadians.

TRC Calls to Action #10 – We call on the federal government to draft a new Indigenous education legislation with the full participation and informed consent of Indigenous peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles:

i. Providing sufficient funding to close identified educational achievement gaps within one generation.
ii. Improving educational attainment levels and success rates.
iii. Developing culturally appropriate curricula.
iv. Protecting the right to Indigenous languages, including the teaching of Indigenous languages as credit courses.
v. Enabling parental and community responsibility, control, and accountability, similar to what parents enjoy in public school systems.
vi. Enabling parents to fully participation in the education of their children.
vii. Respecting and honoring Treaty relationships.

TRC Calls to Action #11 - We call upon the federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education.

TRC Calls to Action #12 - We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

TRC Calls to Action #14 – To enact an Indigenous Languages Act that incorporates the following principles:

i. Indigenous languages are a fundamental and valued element of Canadian culture and society, and there is an urgency to preserve them.
ii. Indigenous language rights are reinforced by the Treaties.
iii. The federal government has a responsibility to provide sufficient funds for Indigenous-language revitalization and preservation.
iv. The preservation, revitalization, and strengthening of Indigenous languages and cultures are best managed by Indigenous people and communities.
v. Funding for Indigenous language activities must reflect the diversity of Indigenous Languages.

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TRC Calls to Action #16 – Post-secondary institutions to create university and college degree and diploma programs in Indigenous languages.

TRC Calls to Action #24 - We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

TRC Calls to Action #62 – Federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Indigenous peoples, and educators, to:

    i.   Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
    ii.   Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.
    iii.   Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.

TRC Calls to Action #63 - We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

    i.   Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
    ii.   Building student capacity for intercultural understanding, empathy, and mutual respect.
    iii.   Identifying teacher-training needs relating to the above.

UNDRIP Article 13. 1 - Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons.

UNDRIP Article 14. 1 - Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.

MMIWG Call for Justice 11.1 - We call upon all elementary, secondary, and post-secondary institutions and education authorities to educate and provide awareness to the public about missing and murdered Indigenous women, girls, and 2SLGBTQQIA people, and about the issues and root causes of violence they experience. All curriculum development and programming should be done in partnership with Indigenous Peoples, especially Indigenous women, girls, and 2SLGBTQQIA people. Such education and awareness must include historical and current truths about the genocide against Indigenous Peoples through state laws, policies, and colonial practices. It should include, but not be limited to, teaching Indigenous history, law, and practices from Indigenous perspectives and the use of Their Voices Will Guide Us with children and youth.

PILLAR 2: GOVERNANCE, POLICIES, & DECISION MAKING

Indigenization of College Policy. Renew College policies and procedures bridging Indigenous and non-Indigenous world views and interweaving Indigenous ways of knowing and being within the College's policy framework.

Okanagan College Indigenous Strategic Framework
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> **Decision Making Processes**. Increase Indigenous voice, guidance, and influence in college decision-making structures and processes to support Okanagan College in developing culturally relevant and responsive policies, structures, and processes.
>
> **Consultation**. Build meaningful relationships with Indigenous communities, employees, and students grounded in reciprocity and mutual respect. Regularly receive and integrate input from Indigenous communities, Indigenous Student Services Team, the Indigenous Education Advisory Council, the Indigenous and Indigenous Ally Assembly, and other points of intersection with Indigenous peoples to inform tangible action plans for the College.
>
> **Representation**. Ensure that Indigenous voice is present at all levels of the college and that a leadership team is representative of Indigenous peoples at the Board of Governors, Education Council, and Leadership Council.

Alignment of Pillar 2

UNDRIP Article 5 - Indigenous peoples have the right to maintain and strengthen their distinct political, legal, economic, social and cultural institutions, while retaining their right to participate fully, if they so choose, in the political, economic, social and cultural life of the State.

UNDRIP Article 18 - Indigenous peoples have the right to participate in decision-making in matters which would affect their rights, through representatives chosen by themselves in accordance with their own procedures, as well as to maintain and develop their own Indigenous decision-making institutions.

> ### PILLAR 3: INFRASTRUCTURE & DESIGN
>
> **Indigenization.** Incorporate Indigenous ways of knowing, being and doing into the College's educational, cultural, and social structures to build student, employee, and visitor capacity for intercultural understanding, empathy, and mutual respect.
>
> **Physical Spaces.** In consultation with Indigenous communities, weave Syilx Okanagan and Secwepemc language, culture, art, signage, and heritage throughout Okanagan College campuses that include parallel opportunities for educational engagement and awareness. Incorporate and reflect Indigenous design in future College buildings and campus improvements. Ensure that culture, art, and language are visible and viable across all aspects of the institution and students' experience.
>
> **Cultural and Spiritual Spaces.** Improve space and place for Indigenous students to gather, learn, share, and teach others that embraces Indigenous traditional practices and ways of being and knowing. Promote the development of cultural projects that foster healing, wellness, opportunities to incorporate further learning and embrace traditional practices. Increases the visibility of Indigenous culture through gathering spaces.
>
> **Brand and Marketing Design/Media.** Incorporate and weave Indigenous cultural diversity into Okanagan College communications, brand, and regional presence that reflects local Indigenous art, culture, and languages reflective of the unceded and traditional territories on which the College delivers services.

Alignment of Pillar 3

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UNDRIP Article 15.1 - Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

PILLAR 4: RELATIONSHIPS

Partnerships. In partnership with local bands in the traditional and unceded territory of the Okanagan Syilx, Secwepmec, Ktunaxa, and Sinixt, develop, formalize, and foster sustainable partnership agreements grounded in reciprocity, respect, and knowledge sharing. Recognize that the agreements and other constructive arrangements, and the relationship they represent, are the basis for a strengthened partnership among Indigenous peoples.

Co-created Community-based Learning. Co-create community-based delivery learning opportunities, ensuring appropriate protocols are followed and culturally appropriate and trauma informed approaches are applied embracing an Indigenous lens to teaching, learning, and how to build upon relationships and making connections with Indigenous communities.

Community Engagement. Work together as a team unified and representing Okanagan College with clear open communication with community partners to establish and foster points of contact within Indigenous Communities across the region. Align our communication channels with Indigenous Communities for the purpose of accountability, sharing, and activating the partnership between the college and Indigenous Communities. Actively engage in community events together at Okanagan College and in Indigenous Communities ensuring reciprocity and balance in relationships.

Relationships based in listening. Work with meaningful Indigenous and non-Indigenous relationship partners to reject past colonizing patterns of homogenization, exclusion and erasure of Indigenous peoples' knowledge, languages, identities as well as cultural and educational aspirations and advocate for the resources to fulfil the Truth and Reconciliation Commission's Calls to action.

Alignment of Pillar 4

UNDRIP Article 2 - Indigenous peoples and individuals are free and equal to all other peoples and individuals and have the right to be free from any kind of discrimination, in the exercise of their rights, in particular that based on their indigenous origin or identity.

UNDRIP Article 3 - Indigenous peoples have the right to self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.

UNDRIP Article 19 - States shall consult and cooperate in good faith with the indigenous peoples concerned through their own representative institutions in order to obtain their free, prior and informed consent before adopting and implementing legislative or administrative measures that may affect them.

UNDRIP Article 21.1 - Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

UNDRIP Article 22.1 - Particular attention shall be paid to the rights and special needs of indigenous elders, women, youth, children and persons with disabilities in the implementation of this Declaration.

Okanagan College Indigenous Strategic Framework
DRAFT
September 28, 2023

Associated Imagery

Pithouse

BOARD OF GOVERNORS – BRIEFING NOTE

December 12, 2023
Agenda #: 5.2

Title	Indigenous Principles: Board of Governors
Action and/or Recommendation	For Discussion/Advice <u>Recommended Motion:</u> ***"BE IT RESOLVED THAT the Okanagan College Board of Governors review and integrate the Indigenous Guiding Principles for Board of Governors as presented."***

Meets OC's Inspire Plan...	**Values** ☐ Students First ☐ Community ☐ Respect ☐ Courage ☒ Relationships ☐ Distinction	**Responsibilities** ☒ Reconciliation ☐ EDISJ ☐ Sustainability ☐ Resilience ☐ Effective and Efficient	**Commitments** ☐ Inclusive & Equitable Access ☐ Life-long learning partnerships ☐ Integration and focus

Background Statement

Okanagan College is committed to a journey of reconciliation. As part of that journey, the Board of Governors requested that Administration work to develop and recommend an Indigenous Principles document for adoption by the Board of Governors.

The Indigenous Principles are intended to form part of, and be integrated into, the Boards internal culture, values, and perspective. To that end, they are intended to help guide Board members' lens when considering information or decision items at Board meetings and support the integration of Indigenous ways of knowing into Board discussions and/or decisions.

To avoid colonialization pressures toward this document, the principles are not being proposed as a formal decision-making framework, governing document, or set of rules. They are also not being proposed for "approval."

To honor the College's presence in both Syilx and Secwėpemc territory, principles representing and unique to both nations are included. In addition, three shared principles are included that bridge both Syilx and Secwėpemc tradition.

The principles were drawn from publicly available reference materials in both Sylix and Secwėpemc resources. The principles are not intended to be exhaustive of all potential Indigenous values and principles. Rather, they are intended to be a starting point of integrating Indigenous ways of knowing into Board practice. As time progresses, it is possible that through longer term consultation, additional principles may be added or exchanged for those presented in the attached Principles document.

In addition to the principles themselves, the visual artwork intentionally tells a story that will be explained during the meeting.

Reference Materials

- Indigenous Principles

Supporting Analysis

Not applicable

Alignment to the Strategic Plan Roadmap

Inspire Responsibility of Reconciliation.

Risk Implication & Mitigation Steps

Reconciliation: Reconciliation is all of Okanagan College's responsibility, including the Board of Governors. The Indigenous Guiding Principles document is part of that commitment and responsibility. Without taking steps toward integrating Indigenous ways of knowing and being into regular Board activities, the College risks not making progress toward its efforts of Reconciliation.

Proposed and Prepared by	Rhea Dupuis, Director, Indigenous Relations and Reconciliation Neil Fassina, President			
Consultation History	**Reviewed**	**Recommended**	**Group/Individual, Title**	**Date**
	☐	☐		Select a date.
	☐	☐		Select a date.
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	☐	☐		Select a date.
	☐	☐		Select a date.

INDIGENOUS
GUIDING PRINCIPLES

The Okanagan College Board of Governors is committed to participating and contributing to Okanagan College's responsibility and goals related to Indigenization, Decolonization, and Reconciliation. The Board is committed to explore and gain an understanding of Indigenized decision-making processes that support and honour Indigenous guiding principles behind informed practice. The Board commits to further learning and training that is inclusive of key principles that bring together the traditions of the Okanagan Syilx and Secwépemc Nations.

The Board respectfully acknowledges and is honoured to be residing on the traditional and unceded territories of the Syilx Okanagan, Secwépemc, Ktunaxa, and Sinixt Peoples. In recognizing the importance of place, the Board acknowledges the connection to the land, water, history, and the stories of these Nations to help guide and teach us how to work together towards a journey of learning and taking steps towards Decolonization and Reconciliation.

In honouring tradition and providing voice the Board will acknowledge and be held accountable to the actions outlined in BC's Declaration on the Rights of Indigenous Peoples Act (DRIPA) Action Plan and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and will "Welcome the fact that Indigenous peoples are organizing themselves for political, economic, social, and cultural enhancement and in order to bring an end all forms of discrimination and oppression wherever they occur" (UNDRIP – the General Assembly - Truth and Reconciliation)

inspire
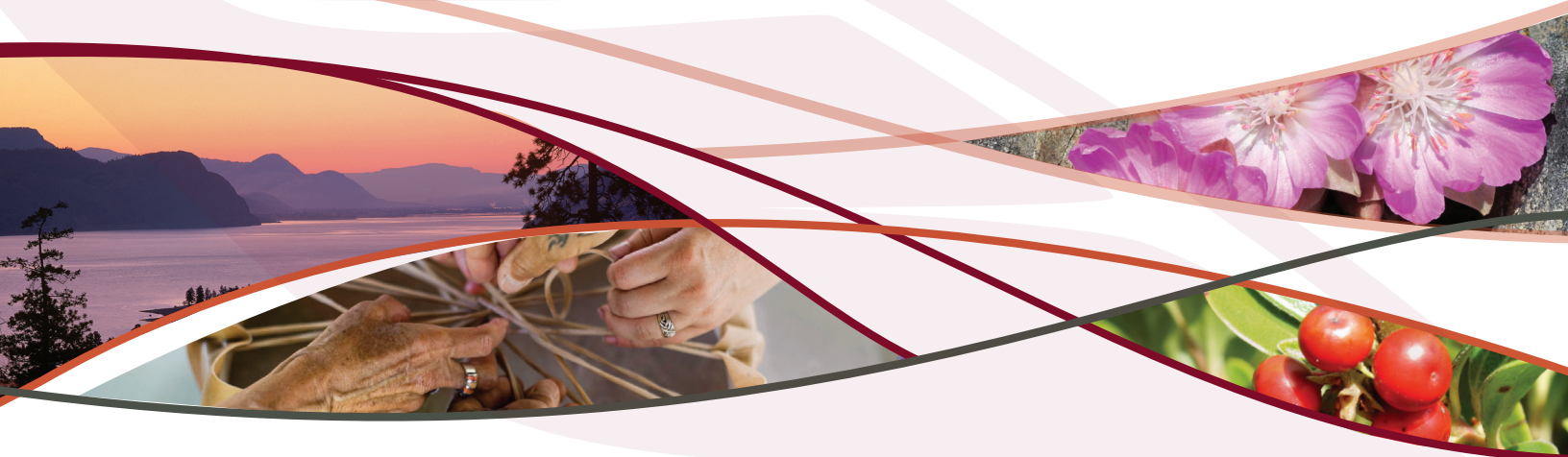
OKANAGAN SYILX PRINCIPLES

Naqsmist – Many coming together as one. [1]

Qwilmist – Pulling together your heart, mind, strength, and determination for Leadership.

P'ax – Group knowledge.

Sqilxwlcawt – Indigenous ways, evolving knowledge and practices that have sustained the people culturally and ecologically for thousands of years.

SECWÉPEMC PRINCIPLES

Me7 Pelk wilc-kt – We will come together. [2]

Me7 élkstwecw-kt ell c7ú7sten-kt – We will work in partnership.

Me7 yeri7 re s-xexé7s re s-tselxmén-kt – We will honour that knowledge is sacred.

Me7 secwentwécw – We will honour each other.

SHARED PRINCIPLES

Reciprocity – A principle that guides Indigenous ways of being and knowing, based on building positive relationships with each other and with the land. Reciprocity is an acknowledgement of the sacredness in connection to the land and all living things around us. The land empowers life; it is inclusive of the language, culture, and knowledge that emerges from reciprocal relationships. It is the creation of relations that encompasses spiritual connectedness and the vitality of communities. It reflects the understanding that we need balance in our relationships with each other and with the land, as well as the mutual obligations and responsibilities that we have, we share, teach, and learn together. Reciprocity is the commitment we make to each other and the work we do to maintain balance in life, community, and as individuals towards sharing knowledge in respectful ways. It is an ongoing learning process together. We honour relationships, knowledge, and the strengths of each person.

Consensus Decision Making – The idea that members cooperatively make decisions in the best interests of the college, synthesizing the wisdom of the board overall. Through consensus building, issues are raised, discussed, and resolved in a non-confrontational process. [3]

Seventh Generation – The application of a perspective that decisions we make currently should reflect result in a sustainable outcome seven generations into the future. [4]

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[1] Cohen, W. A. (2010). School failed Coyote, so Fox made a new school: Indigenous Okanagan knowledge transforms educational pedagogy. www.collectionscanada.gc.ca/obj/thesescanada/vol2/BVAU/TC-BVAU-30469.pdf. Accessed August 24, 2023.

[2] Thompson Rivers University. The Secwépemc Nation: Research Ethics Guidelines. www.tru.ca/__shared/assets/secwepemc-nation-research-ethics-guidelines55048.pdf. Accessed August 24, 2023.

[3] Indigenous Corporate Training Inc. "What does traditional consensus decision making mean." https://www.ictinc.ca/blog/what-does-traditional-consensus-decision-making-mean. Accessed August 24, 2023.

[4] Indigenous Corporate Training Inc. "What is the Seventh Generation Principle?" https://www.ictinc.ca/blog/seventh-generation-principle. Accessed August 24, 2023.

inspire

BOARD OF GOVERNORS – BRIEFING NOTE

December 12, 2023
Agenda #: 5.3

Title	Governance Advocacy Framework
Action and/or Recommendation	For Discussion/Advice That the Board review and consider the attached draft framework and assess whether it achieves the objectives established at the October Professional Development Sessions.

Meets OC's Inspire Plan...	**Values**	**Responsibilities**	**Commitments**
	☐ Students First ☐ Community ☐ Respect ☐ Courage ☐ Relationships ☐ Distinction	☒ Reconciliation ☒ EDISJ ☒ Sustainability ☐ Resilience ☐ Effective and Efficient	☒ Inclusive & Equitable Access ☒ Life-long learning partnerships ☒ Integration and focus

Background Statement

In October, 2023, the Okanagan College Board of Governors considered potential advocacy opportunities, where when actions and messaging are unified and directed appropriately, efforts would be most likely to yield short, medium and long-term strategic results.

The attached Framework responds to the Board's direction to staff in October, to:

1)   Provide an outline of key messages Governors can use in their circles of influence, with key partners and contacts, potential donors and others to raise awareness of Okanagan College and position it as a leader and learning destination of choice.
2)   Identify short, medium and long-term advocacy themes, where Governors can consider how to best use their collective voice and strategy to support and/or lead impactful change.
3)   Provide an outline of key messages and potential strategies to the Board for consideration, aligned to specific advocacy themes.

Reference Materials

- Draft Governance Advocacy Framework

Supporting Analysis

This draft was prepared based on feedback and input received at the Board's two-day Professional Development Sessions on October 24 & 25, 2023. The Framework was reviewed by the Executive Committee on December 5, 2023.

Alignment to the Strategic Plan Roadmap

Inspire Strategic Plan. This draft framework is aligned to Inspire, specifically the Responsibilities (Reconciliation, EDISJ, Sustainability) and Commitments (Inclusive and Equitable Access, Lifelong Learning, Integration and Focus).

Risk Implication & Mitigation Steps

Reputational: Failure to develop and follow a Governance Advocacy Framework reduces the Board's overall ability to advocate for the institution. Unplanned, uncoordinated advocacy activities pose the risk of backfiring and resulting in damaged relationships with external partners.

Operational: Failure to develop and follow a Governance Advocacy Framework may result in missed opportunities for support, investment, funding, etc.

Proposed and Prepared by			Jenn Goodwin, Vice President Enrolment and College Relations	
Consultation History	**Reviewed**	**Recommended**	**Group/Individual, Title**	**Date**
	☒	☒	Neil Fassina, President	12/5/2023
	☒	☒	Executive Committee	12/5/2023
	☐	☐		Select a date.
	☐	☐		Select a date.
	☐	☐		Select a date.

![Okanagan College logo]

Governance Advocacy Framework

Okanagan College Board of Governors - Draft for discussion

Background

For a Board of Governors to become involved in advocacy, the following are essential to their strategy: planning, orientation, and coordination. Effective advocacy at the governance level is the result of thoughtful strategy and goal-oriented focus.

In October, 2023, the Okanagan College Board of Governors considered potential advocacy opportunities, where when actions and messaging are unified and directed appropriately, efforts would be most likely to yield short, medium and long-term strategic results.

Foundational to the Board's advocacy framework are two core elements:

1. *The Student Lifecycle* (Image 1): Individuals can begin their relationship with the College from "K to Gray," whether as participant in CampOC, a student entering post-secondary after graduating high school, or in their adult years. Once an OC student, the College invests in their experience with the ultimate goal of supporting lifelong learning.

2. *The OC Inspire Strategic Plan:* Inspire outlines Okanagan College's story, mission, vision, values, responsibilities and commitments. The accompanying roadmap defines the interconnected actions across the institution that will help drive positive change and achieve the goals set forth.

Additionally, the Board recognizes there are three main ways Board members "advocate":

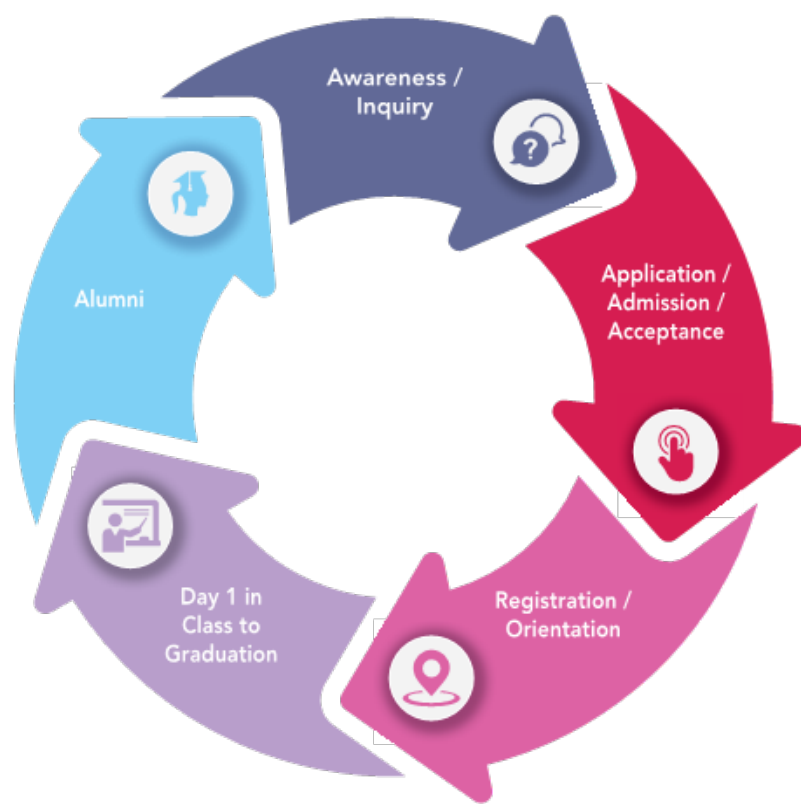- Through *personal networks*, as a champion, promoter and "ambassador" of the College;

Image 1. *The Student Lifecycle*

- Through *strategic influence*, where as a collective and with a unified voice, the Board adopts specific key messages targeted to decision-makers and influencers, with the goal of raising awareness and achieving a desired outcome;

- Through *support to College fundraising / community giving objectives*, sharing key messages and opportunities that encourage financial support to College priorities.

This document outlines a framework and key messages to support all three types of Board advocacy.

1. Advocating for OC:

Positioning the College as a leader locally, regionally and provincially, and as a learning destination of choice

Members of the OC Board of Governors are respected leaders within the community, who are able to speak about and represent the College in circles of influence, among potential students, alumni, donors and prospective donors, and in the wider community.

When a Board member leverages opportunities to speak highly of the College and with passion and confidence about the College's programs, campuses, student experience and workplace environment, their support has significant benefits. This includes:

- Supporting student recruitment to OC courses and programs, by promoting the institution to individuals considering post-secondary;
- Broadening OC's target market by raising awareness of learning opportunities available to people of all ages, including upskilling, reskilling and professional development;
- Encouraging prospective donors to make financial contributions to OC Foundation initiatives and College priorities;
- Influencing decision-makers by strengthening their perspective of the College.

Risk and mitigation

Conversely, a Board member who makes public comments that are perceived as negative toward the College or as questioning a College decision can potentially undermine public trust and the overall brand of the College. Where governors have concerns or questions about operations, those are best addressed through the Chair and President, and/or at regular in camera Board meetings.

Similarly, in some instances, lack of Board visibility or support can be interpreted as a negative signal in some instances.

The Board's request to have clear and consistent over-arching key messages prepared and available is a strong and strategic approach to risk mitigation.

The following table represents a summary of key messages and can be reviewed and updated as required.

Key messages: About Okanagan College / Why support OC / Why donate to or invest in OC

Theme	Message
Students First	• Our dedication to student success is at the core of everything we do. • Though success is different for each person, we are dedicated to supporting students inside and outside of the classroom. • Examples of our commitment in action include the one-on-one supports available through our dedicated instructional staff, exceptional workplace learning opportunities and a range of supportive services including counselling, Financial Aid and campus life.
Student experience / OC advantage	• Okanagan College is known for its smaller-than-average class sizes, individualized instruction, industry-led and workplace relevant courses and supportive learning environment. • We have a long history (over sixty years) across the region, working in communities across the Interior to meet the needs specific to the area. • Many of our instructors have industry experience, and bring those connections into the classroom. • We speak about a "campus of everywhere," where students are supported and encouraged to learn in the workplace, on co-ops and work integrated learning opportunities. (E.g. KF Aerospace, Interior Health, culinary program placements, etc.)
About OC	• Largest college in B.C. outside Lower Mainland (number of sites, students). • Second largest Trades training, after BCIT. • 17,000 students annually attend OC. • Majority of our students are local – from this region. • More than 20 communities are within 50 km of an OC campus. • CampOC is our well-known and popular K-12 March break and summer camp and operates on all campuses.
Program range, diverse learning options, flexibility	• OC offers a wide range of programs and course opportunities. • Portfolios include: Arts & Foundational Programs; Health and Social Development; School of Business; Trades & Apprenticeships; Science and Technology; Continuing Studies and Corporate Training. • Programs and courses can be available in a range of formats: in person, online, hybrid, distance education (correspondence). • Programs to highlight: Okanagan Chef School (Culinary and Pastry Arts); Sustainable Building Technology; Animation Diploma; Access to Practical Nursing, Pharmacy Technician; Computer Information Systems; university transfer courses in Arts and Sciences; degree programs in the School of Business; ongoing course catalogue of continuing studies classes at each of our campuses across the region. • Refer to the OC website for full program listing. • Refer to CS catalogue for continuing studies and corporate training.

Theme	Message
Inspire	• Inspire is about transforming OC to meet the current and future needs of the people and communities we serve. • Our multi-year Inspire roadmap lays out the key and critical initiatives we will undertake to fulfill our Commitments (Inclusive and Equitable Access, Individualized Life-long Learning Partnerships, Integration and Focus) and our Responsibilities (Indigenization, EDISJ, Sustainability, Employee Resilience, Effectiveness and Efficiency).
Current capital projects	• Student housing projects in Salmon Arm, Vernon and Kelowna • A 44-seat childcare centre in Vernon, integrated in the student housing • Recreation and Wellness Centre at the K.L.O. campus • New Centre for Food, Wine and Tourism announced in February 2023; will open on the K.L.O. campus in two to three years, and house our Okanagan Chef School and the Infusions restaurant, as well as programs aligned to tourism, hospitality and beverage sectors.
Alumni engagement	• Since 1963, there have been over 60,000 graduates of Okanagan College • Huge impact across the region, many sectors when you think of what our alumni have done and are doing now • The OC Alumni Association is in a period of renewal, working with the College to bring new energy into our alumni networks, and we encourage all alumni to reach out to them via our website • Alumni are also always welcome on campus at events including convocation, orientation and to consider coming back as students – or staff, or volunteers.
Employer / partner opportunities	• Okanagan College works with many employers / businesses / industries in the region to design and deliver relevant training and learning opportunities to students. • Examples: School of Business, Health and Social Development (Health Care Assistant, Early Childhood Educator, etc.), Trades & Apprenticeships
Community support	• Community support has been instrumental in the development of the College's campuses and facilities. • Since the OC Foundation was established in 2005, donors have given $55 million to College priorities and student support. • Typically, the College receive two-thirds of the funding for new capital projects from the Provincial government, and we rely on the generosity of community donors – individuals, companies, and foundations – to fund the balance (see current capital projects for priorities) • Donors also support student awards, providing $1M per year to help students achieve their educational goals. 100% of these gifts go directly to students.

Theme	Message
	• Donors give because they believe passionately in the transformative power of education and that there are investing in the future workforce. • I would be happy to connect you with the Foundation team to learn more.
Highlights and recent news	*[See OC This Week newsletter, OC News on website, President's Report in Open Board Meeting]*
Pride in OC	*Answer personally: What makes you proud to be associated with Okanagan College?*
"Inspire" moments	*Describe a specific interaction you had at Okanagan College or with a student, alumni or other member of the OC community, where that individual inspired you through how they are living our vision of "Transforming Lives and Communities."*
Community feedback or questions	• Thanks for your input / question. We appreciate being able to hear from people in the community. • I can follow up at the College [via the President's Office] to find you information related to your specific inquiry.
Prospective student questions	• I am so excited you're interested in Okanagan College. • I'm happy to connect you to our Recruitment team who can help you with next steps and answer any questions you might have.
Current / past employee questions	• Thank you for your input / question. • I am happy to share your thoughts with administration. • If a response or follow-up is required, that will be arranged.
Donor / potential donor questions	• Thank you for your interest and generosity. • The impact donors have on students is truly transformational. • I would be happy to connect you to our Foundation.

2. Advocating with purpose:

Leveraging the Board of Governor's collective voice in areas of strategic importance to OC

The Board of Governors has the opportunity to influence decision-makers in ways that align with the College's strategic direction, supporting OC in achieving the specific objectives set out in *Inspire*.

Board-level engagement is considered through various lenses:

- Short-term (1-2 years, funding-related, Board composition), medium-term (3-5 years / election cycle), long-term (6+ years, often longer, aspirational, transformational).
- Target audience(s), including: provincial government ministry/ministries, federal government ministry/ministries, industry and employers, funders, prospective students and public, other.
- Objective(s): policy and/or funding decision, capital investment, coalition-building, behaviour/perception change, awareness, etc.

The Board of Governors, through discussion in October 2023, identified the following priority areas:

Short-term	
Priority area	**Funding formula for post-secondary**
Description	The current funding model that governs how Colleges are resourced in B.C. is not aligned to current needs.
Target	Ministry Post-Secondary and Future Skills, Ministry Finance (provincial)
Tactics / Next Steps	Chair to communicate key messages to Minister when and as appropriate. President to advise Board of potential opportunities related to the Funding Review (2023) or other call for input from Ministry.
Key messages	*Primary key message:* Okanagan College supports changes to the current funding model, based on a review and analysis of how funding is allocated to PSIs. Examples speaking to why OC supports change: • *One-time funding vs. base funding:* Recent years have seen an increase in the awarding of targeted, "one-time" funding tied to specific deliverables. While one-time funding has helped establish new and expanded programs, it does not address the full spectrum of costs associated with running programs (e.g. facilities, support services), or the ongoing operational costs of program growth. • *Inflation:* Base grant funding has not increased over time at the same rate as inflation, putting increased pressure on the College to "do more with less."

Short-term	
	• *Tuition caps:* With domestic tuition limited to a 2% annual increase, and with neither the base funding nor tuition keeping pace with inflationary pressures on a per capita basis, the College is forced to run on a shrinking revenue model year over year. • *Increasing expectations with no additional funds:* Boards of post-secondary institutions receive an annual mandate letter from the Minister each spring, outlining expectations and deliverables. While the list of desired impact areas and initiatives has grown, funding specific to these areas has not.
Priority area	**Student Housing**
Description	Receive approval and funds to build on-campus student housing at the Penticton campus. Receive approval and funds to build additional affordable student housing across the OC region, recognizing broader challenges and barriers related to housing facing many students/prospective students
Target	Ministry of Post-Secondary and Future Skills, Ministry of Finance, Ministry of Housing (provincial) Municipal governments (partners, supporters)
Tactics	President to keep Board updated on Ministry process as related to new student housing projects and OC's Penticton project. Chair to communicate key messages to Minister when and as appropriate. Board members to use key messages if asked about student housing in Penticton, and to coordinate with the Chair/President if specific opportunities to advocate for OC student housing arise. (This recognizes that President and Executive are actively engaged with Ministry on this file.)
Key messages	Affordable and accessible housing is a barrier to post-secondary education for many people in B.C. In the Okanagan, housing availability is a significant challenge; it is increasingly difficult for students to find rental units that are located near to campus (within walking distance or on public transit). Short-term housing options for students, in particular those on rotations as part of their trades training programs, enables learners from rural communities throughout the region to complete their studies at OC campuses, when in-person instruction is required. These students are then able to return to their home community. *Penticton:*

Short-term	
	OC's Penticton campus does not currently have any on-site student housing options. Local partners, including the City of Penticton, are supportive of student housing for the College, and there are opportunities for partnership that would have broader community benefits, in addition to enabling more people to achieve a post-secondary education. OC has successfully initiated and is in progress of building student housing in Kelowna, Vernon and Salmon Arm and is in a position of being able to leverage this experience in Penticton. The College has a shovel-ready project and would be able to move forward immediately with approval and provincial funding.
Priority area	**Board recruitment / Board composition**
Description	Recommend individuals to the Minister whose skills/experience, if appointed, would be beneficial to future Board composition.
Target	Minister, Post-Secondary and Future Skills CABRO, MO staff
Tactics	Board to discuss and identify potential candidates. Board Chair/President to review recommended candidates with Minister/Minister's staff.
Key messages	*[Dependent upon individuals being recommended by the Board of Governors]*

Medium term	
Priority area	**Understanding community needs, encouraging relevant collaborations for impact**
Description	Encourage and invite input from College stakeholders about potential opportunities for collaboration, mutual benefit.
Target	Local and regional groups, employers, associations, and investors
Tactics	Board to consider inviting external groups to present to members with the purpose and request that groups outline their vision and goals, so Board members can better understand OC's external / community context.
Key messages	Okanagan College has a long history of partnering with community groups, businesses and others to work together to achieve common vision. *How can the College help [my industry / my business / a particular group] address a specific labourforce need? How quickly can OC make a difference?* • OC works collaboratively with employers in a range of different ways. For example, we work jointly with Interior Health to identify where there are particular needs for health care workers, and in some cases we're able to develop curriculum and open access to training programs to meet those needs. Other examples include partnering in Penticton, Vernon with daycares to deliver Early Childhood Education programs that are offered in flexible formats (hybrid, online) so students can continue working while they study. • A more short-term example would be when our Corporate Training teams partner with employers to deliver customized, short courses to address a much more specific skill or capacity training need. The OC Board of Governors is interested in hearing from the community about current needs and future opportunities, especially as they relate to post-secondary education, skills training and workforce development.

Long-term (Aligned to core Responsibilities in *Inspire*)	
Priority area	**Indigenization, Reconciliation**
Description	Leveraging the College's leadership influence and position, be a progressive leader, supporter and partner to Indigenous communities in the region, supporting opportunities for Indigenous decision-making in education, increased access to post-secondary for Indigenous students, and economic impact benefiting Indigenous populations.
Target	Indigenous communities and leaders, Indigenous students; governments (all levels); other PSIs; College partners; employers; donors; alumni, students; general public.
Tactics	Governance strategies TBC; may include adopting Principles or creating governance-level policies. Reconciliation is the first of the core responsibilities that are foundational to OC's *Inspire* plan. The Board holds management accountable for the operationalization of this responsibility.
Key messages	Okanagan College recognizes and acknowledges that our campuses and centres are situated on the traditional and unceded territories of the Syilx (Kelowna, Penticton, Vernon), Sewepemc (Salmon Arm, Revelstoke) and Sinixt (Revelstoke) Peoples. We recognize the ongoing impacts of colonialism on Indigenous Peoples in Canada, in particular the impacts of residential schools on individuals and communities. *We are committed to upholding UNDRIP / T&R.* We are committed to working with Indigenous partners to weave Indigenous perspectives and worldviews into all aspects of College life, including incorporating ways of knowing, being and learning rooted in Indigenous knowledge. We aspire to make the College welcoming and more accessible to Indigenous students, removing systemic and structural barriers to post-secondary education.
Priority area	**Removing barriers and supporting marginalized populations (EDISJ)**
Description	Leveraging the College's leadership influence and position, be a progressive voice and supporter to the 2SLGBTQIA+ community and other under-represented, marginalized and/or vulnerable populations.
Target	Decision-makers, general public.
Tactics	Governance strategies TBC; may include adopting Principles or creating governance-level policies.

Long-term (Aligned to core Responsibilities in *Inspire*)	
	Equity, Diversity, Inclusion and Social Justice is the second of the core responsibilities that are foundational to OC's *Inspire* plan. The Board holds management accountable for the operationalization of this responsibility.
Key messages	Okanagan College is dedicated to ensuring all students, staff and community members feel safe, welcomed, included and have a sense of belonging at OC. OC is actively working on an ongoing basis to increase access to our programs and courses. Examples: - Accessibility Plan and initiatives (e.g. universal washrooms, accessible classrooms, digital services, website communications) - Equity, Diversity, Inclusion, Social Justice steering committee, working group and ambassadors - Accessibility Services (Student Services) - Counselling (Student Services) - Student Success Centres (Library Services)
Priority area	**Environmental sustainability, leadership as a progressive institution**
Description	Leveraging the College's leadership and influence position, inspire, encourage and support organizations and individuals throughout the region to make changes that contribute in a positive way to environmental sustainability.
Target	Decision-makers, employers, businesses/industry, general public.
Tactics	Governance strategies TBC; may include adopting Principles or creating governance-level policies. Sustainability (environmental, fiscal and human) is the third of the core responsibilities that are foundational to OC's *Inspire* plan. The Board holds management accountable for the operationalization of this responsibility.
Key messages	Okanagan College is committed to building capacity in communities as related to environmental sustainability, green businesses, clean tech and clean energy, etc. We work with students, industry leaders, researchers and others to test and trial new green technologies; we incorporate sustainability into our campus and institutional planning; we have implemented energy and water conservation into our operations. Examples on campus and in curriculum: - LEED Platinum buildings: Jim Pattison Centre of Excellence, Penticton and Kelowna Trades Centre

Long-term (Aligned to core Responsibilities in *Inspire*)	
	- Solar energy: Kelowna's 194 kW electrical solar photovoltaic array system is only slightly smaller than the 258 kW system built on top of the LEED Platinum certified Jim Pattison Centre of Excellence in Penticton. - Sustainable Building Technology diplmoma program, offered out of Penticton, is a cutting-edge program that provides students training in industry best practices. - Sustainability thinking and strategies are embedded across Science, Business, Trades, Arts and Health portfolios and programs (e.g. Water Engineering Technology, Culinary, Geography, etc.).

BOARD OF GOVERNORS – BRIEFING NOTE

December 12, 2023
Agenda #: 5.4

Title	Annual Election of Chair and Vice Chair
Action and/or Recommendation	For Information

| **Meets OC's Inspire Plan...** | **Values**
☐ Students First
☐ Community
☐ Respect
☐ Courage
☐ Relationships
☐ Distinction | **Responsibilities**
☐ Reconciliation
☐ EDISJ
☒ Sustainability
☐ Resilience
☐ Effective and Efficient | **Commitments**
☐ Inclusive & Equitable Access
☐ Life-long learning partnerships
☐ Integration and focus |

Background Statement

Elections for the Board Chair and Vice Chair are normally held annually during the last meeting of the calendar year.

The Chair and Vice Chair are elected for a one-year term and may serve up to three consecutive terms provided they remain under a government appointment by Order in Council.

The election process is governed by the Board Bylaws and in the absence of a rule or procedure, the process defers to Robert's Rules of Order (Parliamentary Procedure). Board Bylaws section 9.1 outlines the rules for the election of Chair and Vice Chair as follows:

- The Chair and the Vice Chair will be elected by the Board from those Members who are appointed by the Lieutenant Governor in Council annually.

- Any Member may nominate an appointed Member to these positions of the Board.

- Members serving as Chair and Vice Chair can stand for reappointment for up to a maximum of three consecutive years, or until the end of their current appointment during which they were elected, whichever is lesser.

- The election of the Chair and Vice Chair requires the affirmative votes of a majority of voting Members present at a Board meeting in which a quorum is present. In the event no candidate obtains the necessary majority on the first ballot, the two candidates with the highest number of votes will be eligible for the second ballot.

- The elections will be conducted by secret ballot.

- In the event of a tie vote, the tie will be broken by drawing lots.

- If only one candidate is nominated, and that nominee is willing to serve, then that nominee will be elected without conducting a vote.

- If there is a vacancy in the office of the Chair or the Vice Chair, an election to fill that vacancy will be held during the next Open Session meeting of the Board.

Board Bylaws section 8.8 describes the voting rules at meetings as follows:

- At all meetings of the Board all questions will be decided, and all resolutions will be passed, by the votes of a majority of voting Members present at a meeting at which a quorum is present except where specified in the Bylaws.

Each Member present, except the President and Chair of Education Council, will be entitled to one vote on the Board. Voting by proxy is not permitted.

Reference Materials

- Role of the Chair

Supporting Analysis

Elections for Chair and Vice Chair are governed under the Board's Bylaws and election procedures are conducted based on Robert's Rules of Order. The election of Chair and Vice Chair is described in Bylaw section 9.1.

Based on Robert's Rules of Order, the following procedures are used in elections of Chair and Vice Chair of the Board as follows:

1. The CFO & Vice President, Corporate Services chairs the meeting during elections.

2. The CFO & Vice President, Corporate Services calls for nominations for Chair and continues such calls until three successive calls produce no further nominations. At that point the CFO & Vice President, Corporate Services declares nominations closed.

3. Nominations require only a mover, not a seconder. The CFO & Vice President, Corporate Services asks nominees if they are prepared to stand and accepts nominations only where the reply is affirmative.

4. Voting, if necessary, is by secret ballot, tallied by officers appointed by the CFO & Vice President, Corporate Services. Note that elections require a majority of the votes cast and where no majority is obtained a run-off election is held between the two candidates with the greatest number of votes.

5. In the event of a tie during the runoff, the CFO & Vice President, Corporate Services will toss a coin and break the tie in secret (witnessed by the Vice President's assistant). The result of the election will be announced. No indication of the fact that there was a tie will be announced.

6. After the election, the CFO & Vice President, Corporate Services asks if ballots can be destroyed.

7. The vote itself is not announced.

Following the election of CFO & Vice President, Corporate Services repeats the process for the position of Vice Chair.

Alignment to the Strategic Plan Roadmap

Responsibilities and Commitments. Annual Elections of the Chair and Vice Chair will ensure that College continues to align with its mission, vision and values under effective Board leadership.

Risk Implication & Mitigation Steps

Operational. Elections are conducted to ensure continued leadership and oversight of the Board of Governors and the College.

Proposed and Prepared by		Neil Fassina, President		
Consultation History	**Reviewed**	**Recommended**	**Group/Individual, Title**	**Date**
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Role of the Chair

Okanagan College Board of Governors

June 2022

The principal role of the Board Chair is to provide leadership to the Board of Governors.

The Board Chair is accountable to the Board, acts as a direct liaison between the Board and the Administration, and represents the Board internally and externally, including acting as a spokesperson for Board decisions where appropriate.

A. THE CHAIR'S RESPONSIBILITIES INCLUDE, BUT ARE NOT LIMITED TO:

i) Leadership

- Lead the Board and be responsible for the effective management of the affairs of the Board;
- Serve as the official spokesperson for the Board;
- Liaise with and provide direction to the Board Secretary;
- Contribute to positive internal relationships by representing the Board of Governors at College community functions and activities;
- Foster good relations between the College and the external community by representing the Board at community functions and activities;

ii) Communication

- Ensure effective relationships and communications among Members and between the Board and the President concerning matters impacting the College and the functioning of the Board;
- Act as the primary liaison between the Board and the President and manage appropriate communication between the Board and the President;
- Act as the primary liaison between the Board and the Minister;
- Ensure that the Vice-Chair and other Members are informed of current and pending Board issues and processes;

iii) Meetings

- Chair and facilitate all meetings of the Board after developing the agenda with the Executive Committee;
- Ensure that the Board deliberates upon appropriate topics with an effective distinction between governance and administration;
- Attend all committee meetings and serve as a full or ex officio Member as appropriate;

iv) Governance

- Appoint Committee Chairs and Committee members to Board Committees after having received recommendations from the Governance Committee considering the skills and abilities required to carry out its terms of reference;
- Ensure that Members respect the Bylaws, policies and practices of the Board and carry out their responsibilities as Members;
- Oversee any issues raised with regard to conflict of interest with Members;

- In conjunction with the President, the Governance Committee, and the Board Secretary, oversee the onboarding and orientation of incoming Members and the offboarding and exit transitions for outgoing Members;

v) President

- Counsel the President on the Board's expectations and be available to act as a sounding board to the President;

- Regularly liaise with the President;

- Ensure that there is an appropriate policy and practice in place for the recruitment, selection, evaluation, and compensation of the President;

- Oversee the annual evaluation of the President as part of the Human Resources and Compensation Committee;

- Review and approve the President's leave requests.

In addition, the Board Chair shall perform other such functions as may be ancillary to the responsibilities described above and as may be delegated to the Board Chair by the Board of Governors from time to time.

B. SUPPORT

The Board Chair is supported by the Board Secretary; the Board Secretary reports to the Board Chair and to the President.

C. REVIEW HISTORY

Date	Review
2022-06-22	NEW: Approved by Okanagan College Board of Governors *Developed from Board Bylaws*